DOCUMENT RESUME

ED 341 760 UD 028 524

AUTHOR Fraser, Lowrie A.
TITLE Teacher Morale in the Atlanta Public Schools: Spring 1990. Report No. 4, Volume 25, 11/91.
INSTITUTION Atlanta Public Schools, GA. Dept. of Research and Evaluation.
PUB DATE Nov 91
NOTE 213p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS *Elementary School Teachers; Elementary Secondary Education; *Public School Teachers; Recognition (Achievement); Rewards; School Districts; *Secondary School Teachers; Teacher Attitudes; Teacher Burnout; Teacher Characteristics; Teacher Expectations of Students; *Teacher Morale; Teacher Response; *Urban Schools
IDENTIFIERS *Atlanta Public Schools GA

ABSTRACT

A study was done of Atlanta (Georgia) public school teacher morale in May of 1990. About 40 percent of the teaching staff (1,520 teachers) voluntarily completed a 91-item questionnaire that contained subsets of questions from the Maslach Burnout Inventory and three subscales of emotional exhaustion, departmentalization, and personal accomplishment. Results indicate the following findings: (1) 55 teachers were in some stage of burnout; (2) overall school climate affected teachers' attitudes; (3) 61 percent frequently or continuously receive tangible rewards from teaching that make them enthusiastic about their jobs; (4) 21 percent indicated that they never felt that if they had it to do over again that they would be teachers; (5) seven percent never felt they had adequate supplies and materials; (6) teacher indicated that they believe they had higher expectations for student performance than 2 years ago, and they believed students have increased their belief in their ability to learn; (7) 22 percent felt they were encouraged by opportunities for advancement; (8) while on the job, 61 percent of the teachers often help students with non-academic problems; and (9) 61 percent received support and encouragement from their principals. Included are 35 references. Appendix 1 provides three tables of responses to all the questions by total group. Appendix 2 provides 37 bar graphs referring to teachers' outlook, morale, and opportunity. Appendix 3 is a complete listing of all teacher responses to questions soliciting teacher suggestions. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED341760

TEACHER MORALE IN THE ATLANTA PUBLIC SCHOOLS SPRING 1990

Department of Research and Evaluation

Atlanta Public Schools

Atlanta, Georgia 30335

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Taylor
Atlanta Schools
Dir Research Eval.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Report No. 4, Vol. 25, 11/90 (Rev.11/91)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

UD 028 524

TEACHER MORALE IN THE ATLANTA PUBLIC SCHOOLS SPRING 1990

Prepared by:

Dr. Lowrie A. Fraser
Researcher

Dr. Lester W. Butts
Superintendent

Atlanta Public Schools
210 Pryor Street, S. W.
Atlanta, Georgia 30335

November 1990
(Rev. 11/91)

BOARD OF EDUCATION OF THE

CITY OF ATLANTA

	Educational District
Ms. Midge Sweet	1
Dr. Preston W. Williams	2
Mr. Joseph G. Martin, Jr., President	3
Mr. John Elger	4
Dr. D. F. Glover	5
Mr. Robert Waymer	6
Rev. Mary Anne Bellinger, Vice President	At Large
Mrs. Ina Evans	At Large
Mrs. Carolyn D. Yancey	At Large

ABSTRACT

In May 1990, a 91-item questionnaire was voluntarily completed by 1,520 or 40.16 percent of the Atlanta Public School System teaching staff.

Subsets of questions included the Maslach Burnout Inventory (MBI) with three subscales of Emotional Exhaustion, Departmentalization and Personal Accomplishment. Fifty-five teachers indicated they are in a low, moderate, or high stage of burnout, using the three subscales of the MBI; but, other teachers indicate they may be emotionally exhausted, feeling depersonalized, or feeling no personal accomplishment--but not all three together--which is necessary for a person to be classified in a stage of burnout.

The overall school climate has an effect upon teachers' attitudes. While there may be very low numbers of actual "burnout" cases, as measured by the instrument, less than one-third of all teachers agree/strongly agree that they have a voice in decisions affecting their jobs. About two-thirds of the respondents believe there are clear educational goals. Teachers' performance is recognized more often in elementary and high schools than in middle schools, and teachers believe facilities are maintained better there than in middle schools. In middle schools, where teamwork is stressed through the cluster concept, only 59 percent of middle school respondents agreed/strongly agreed that there was a sense of teamwork in middle schools, while 69 percent of elementary and 69 percent of high school respondents agreed/strongly agreed.

Sixty-one percent of the respondents frequently or continuously receive tangible rewards from teaching which make them enthusiastic about their job. Half of the respondents would choose to be a teacher if they had to do it all over.

Twenty-one percent of the teachers responding indicated they never felt that if they had it to do over again that they would be teachers. This is one-fifth or 312 of the teachers responding or 8.29 percent of all teachers in the system.

When asked about supplies, only 7 percent (105) indicated they never felt they had adequate supplies and materials for effective classroom instruction. Ten percent (151) of the teachers on another similar question indicated that supplies were not adequate for them to teach effectively. Divided into elementary (12 percent), middle (8 percent) and high (6 percent), elementary teachers most frequently answer negatively to the question.

Teachers indicated positively that they believe they had higher expectations for student performance than two years ago, and they believed students had increased their belief in their ability to learn. They also agreed that higher expectations lead to higher student performance.

Yet when it comes to being encouraged by opportunities for advancement, only 22 percent agreed, and 38 percent were unsure of the opportunities in the Atlanta Public Schools. Viewed by age, in every category except the 20-35 age group, the disagree/strongly disagree group was much larger than the agree/strongly agree group concerning opportunities; that is, teachers disagreed with the statement that they were encouraged by opportunities for advancement in the Atlanta Public Schools.

While on the job, many teachers (61 percent) frequently or continuously help students with nonacademic problems. Further, 61 percent of the respondents received support and encouragement from their principals.

Viewed through Maslow's hierarchy of needs, many teachers receive security and reassurance, find supervisors helpful and flexible, receive recognition of their efforts and performance, and share in decision making in their school setting. The teachers' lives include opportunities to be involved in the nonacademic problems of their students. A majority of teachers in the Atlanta Public Schools appear to be in a mode of self-actualization and receive adequate rewards which enhance their enthusiasm for the job of teaching.

LF:jep
R&E:8/23/91

EXECUTIVE SUMMARY

In May 1990, a 91-item questionnaire was voluntarily completed by 1520 teachers in Atlanta Public Schools (APS) under anonymous conditions.

The questions were derived from topics suggested by the Superintendent, individuals in the Personnel Department and a review of the literature.

Seven questions relating to teaching climate were scored together, and a picture of the atmosphere perceived in the elementary, middle, and high schools' teaching climates emerged. Graphs comparing the three perceived climates provide a distinct view of the three climates for teaching.

The Maslach Burnout Inventory (MBI) contained 22 items in three subareas of Emotional Exhaustion, Departmentalization, and Personal Accomplishment.

The last portion of the questionnaire requested short answer responses relating some of the non-teaching duties which teachers believed take away from instruction, a list of future topics for Staff Development courses, and three examples of disrespect which teachers describe as a discipline problem. Finally, teachers were requested to inform the Superintendent of the area they would like concentration on the next year.

The Report begins with a review of the literature; followed by a description of the test administration. Discussion of the questions is organized around specific subjects such as Future in Teaching, Discipline, Rewards in teaching and Supplies. Graphs to illustrate these questions may be found in Appendix 2. The Maslach Burnout Inventory (MBI) and responses are discussed in the next section followed by findings of the correlation of the Teaching Climate questions with the Burnout subscales.

A summary of the short answer responses, questions A-Non-Teaching Duties; B-Topics for Staff Development; C-Examples of Student disrespect and D-Areas the Superintendent Should Concentrate On is provided for the reader. A summary of the findings on Morale and Opportunities, Pupil Performance and Teacher Outlook follows.

Appendix 1 provides responses to all the questions by total group. The MBI subscales and teaching climate questions are grouped together and reported by total group.

Appendix 2 provides 37 graphs corresponding to the questions discussed previously, referring to teacher outlook, morale and opportunity.

Appendix 3 is the complete listing of all teacher responses to Questions A, B, C, D.

Administration of the Questionnaire

The teacher morale questionnaire was distributed via the Teacher Ombudsman to the Teacher of the Year in each school with the request that the questionnaire be distributed in a faculty meeting for response in a group setting. The questionnaires

were to be administered and returned the last week of May 1990. Some school faculties returned responses in a group, and others returned responses individually. There were 30 schools from which no responses were received. Some schools sent in a response from all teachers, but others included only a few teachers' responses. In addition to the ones which were returned to the Teacher Ombudsman through the expected channel, there were a number of questionnaires which were returned anonymously to the Department of Research and Evaluation. There were 1,520 questionnaires returned which was 40.16 percent of the teaching staff in the System.

The responses to the questions were to be "bubbled" on a standard scan sheet. Demographic data were requested, including:

- Sex
- Year of birth
- Number of years employed as a teacher
- Number of years teaching in the present school
- Grade levels taught
- Number of students taught each day
- Which students with special needs are taught
- Predominant socioeconomic status of students taught
- Highest certification held
- Itinerant or school-based location
- Number of hours per week spent on school work beyond school hours
- Membership in a teachers' organization

The first 50 questions were a response as to whether a teacher had ever felt like the statement, and, if so, how frequently. The choice of responses was Never, Rarely, Occasionally, Frequently, Continuously. The next 41 questions were a Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree continuum. In order to crosscheck the responses of the teachers, some questions were asked more than once in a different format -- sometimes within the same portion of the questionnaire and sometimes in the first and last set of questions. The final page of questions requested direct answer responses from the teachers. Those responses have been compiled in their entirety in order to understand the teachers' feelings and attitudes.

Embedded into the questionnaire was a set of 22 questions of the Maslach Burnout Inventory (MBI) with three subscales by Maslach and Jackson. In addition, there was a set of questions on teaching climate from the T-BAQ by R. R. Hock. These will be discussed separately.

Questions emanated from topics suggested by the Superintendent, persons in the Personnel Department and a search of the literature. The responses have been gathered by school, area, grade levels taught, systemwide, total elementary schools, total middle schools, total high schools, and by some of the demographic data such as age of respondents. Appendix 1 provides the responses to each of the questions by the total group which is 40.16 percent of the system teaching staff. Systemwide, there are over 1,500 responses to questions, with the number varying for each area and level of teaching in the system. Another way to look at the data is by sub-areas. Five sub areas labeled Emotional Exhaustion, Depersonalization, Personal Accomplishment, Teaching Climate, and Personal View follow the numerical listing.

Discussion of many of the questions were with the continuum collapsed so that it is possible to see the total direction of the responses. For intensity indirection, it will

be necessary to look at the complete table in Appendix 1 to see the exact responses for each question. In the Disagree-Agree continuum the Undecided choice has been left out. Therefore, the numbers will not add to 100 percent.

Summary

Morale and Opportunities

Fifty percent of teachers responding disagreed/strongly disagreed with the statement that teacher morale had risen in the past two years, 28 percent were undecided, and 22 percent agreed. On a personal level, 44 percent disagreed with the statement that their morale was higher than a year ago, and 20 percent were undecided.

Even though their morale was no higher than in previous years, support and encouragement from principals was received frequently/continuously by 61 percent of the teachers responding. For those teachers who indicated they had mentor teachers, 55 percent of the younger teachers indicated they had adequate support frequently or continuously.

Morale was not rising, but many teachers indicated they were receiving support and encouragement from their principals and mentor teachers. The questions about the teachers' view of the future in teaching indicate 33 percent of the females agree/strongly agree that there is a bright future for them, but 45 percent are unsure. Only 5 percent of males agree/strongly agree, and 92 percent are unsure. The younger teachers see a brighter future for themselves than do teachers in the over 40 age bracket.

Yet when it comes to being encouraged by opportunities for advancement, only 22 percent agreed, and 38 percent were unsure of the opportunities in the Atlanta Public Schools. Viewed by age in every category except the 20-35 age group, the disagree/strongly disagree group was much larger than the agree/strongly agree group concerning opportunities; that is, teachers disagreed with the statement that they were encouraged by opportunities for advancement in the Atlanta Public Schools.

Pupil Performance

Teachers indicated positively that they believed they had higher expectations for student performance than two years ago, and they believed students had increased their belief in their ability to learn. They also agreed that higher expectations lead to higher student performance. When asked if CLO's helped students focus on what they should learn, 47 percent agreed/strongly agreed, 30 percent disagreed/strongly disagreed, and 30 percent were undecided about the value of CLO's in relation to students. In every age group more teachers agreed than disagreed with the statement that CLO's help students focus on learning. Teachers were not as strong in believing that CLO's helped them organize their teaching more effectively. In fact, statement, while in the other age groups, 10 percentage points or less separated the agreeing from the disagreeing teachers.

Teachers see expectations as leading to better performance and thought CLO's may help students focus on what they should learn. The group responding were not

overwhelmingly sold on the idea that CLO's helped them organize their teaching more effectively.

Do teachers receive intangible rewards which make them enthusiastic about their jobs? Sixty-one percent say they frequently/continuously receive those rewards, while 37 percent say rarely or occasionally, and only 2 percent say they never receive intangible rewards. With the morale levels low and 61 percent of the teachers responding that they do receive intangible rewards, 50 percent of the respondents indicate they would still become a teacher, and another 28 percent rarely and occasionally feel the same way. Twenty-one percent of the 1,487 respondents or 312 teachers indicated they never would do it all over, that is, choose to be a teacher.

What might make these 312 feel so strongly? When asked about supplies, only 7 percent (105 teachers) indicated they never felt they had adequate supplies and materials for effective classroom instruction. Ten percent (151) of the teachers on another similar question indicated that supplies were not adequate for them to teach effectively. Broken into elementary (12 percent), middle (8 percent) and high (6 percent), elementary teachers most frequently answer negatively to the question.

Student discipline is a problem teachers deal with each day. In order to do their instructional job, there must be order in the school. Only 24 percent of all teachers agreed that discipline had improved in the past year. In trying to identify what teachers were referring to when they talked about discipline, two questions were formulated relating to disrespect toward teachers -- in the classroom and in the halls. One and one-half times more teachers agreed/strongly agreed that there is disrespect towards teachers in the classroom than in the halls. Sixty-one percent or 915 respondents agreed/strongly agreed. When separated into grade levels, 68 percent of middle school teachers said disrespect in the classroom was a problem as compared to 50 percent for elementary teachers and 47 percent for high school teachers.

Maslach Burnout Inventory (MBI) and School Climate

The report for the Maslach Burnout Inventory (MBI) which contained 22 items in three subareas of Emotional Exhaustion, Depersonalization, and Personal Accomplishment indicates that there are a small number of teachers who are burned out, as measured by the MBI in this questionnaire. Fifty-five teachers indicate they are in a low, moderate, or high stage of burnout, using the three subscales of the MBI; but, other teachers indicate they may be emotionally exhausted, feeling depersonalized, or feeling no personal accomplishment -- but not all three together -- which is necessary for a person to be classified in a stage of burnout.

A correlation comparing the teaching climate subscale with the subscales of the MBI was measured. Slight correlations were found to be in effect, with some positive and some negative correlations.

The overall school climate has an effect upon teachers' attitudes. While there may be very low numbers of actual "burn out" cases, as measured by the instrument, less than one-third of all teachers agree/strongly agree that they have a voice in decisions affecting their jobs. About two-thirds of the respondents believe there are clear educational goals. Teachers' performance is recognized more often in elementary and high schools than in middle schools, and teachers believe facilities

are maintained better there than in middle schools. In middle schools, where teamwork is stressed through the cluster concept, only 59 percent of middle school respondents agreed/strongly agreed that there was a sense of teamwork in middle schools, while 69 percent of elementary and 69 percent of high school respondents agreed/strongly agreed.

Teacher Outlooks

This paper has presented data in assorted formats. Each question can be subdivided into age, gender, years teaching, elementary, middle, and high schools, as well as by areas and system total.

The questions on teaching climate are reflective of all teachers in elementary, middle, and high schools. Unexamined are the same data by gender, age, and number of years teaching.

The topics covered are so broad that one or two sentences cannot begin to summarize the findings. We know from responses that morale has not risen in two years, that one-third of females responding see a bright future in teaching, but 40 percent of females disagree as to the opportunities for advancement in APS. More teachers disagreed with the statement about improvement in discipline than agreed. Teachers enumerated discipline problems exactly as they found them following on the strong response that discipline is a problem in the classroom (61 percent). Disrespect toward teachers is seen as a problem in 50 percent of elementary schools, 68 percent of middle schools, and 47 percent of high schools. When asked to be specific as to how disrespect was shown, teachers were quite specific as could be seen in the short answer responses.

Twenty-one percent of the teachers responding indicated they never felt that if they had it to do over again that they would be teachers. This is one-fifth or 312 of the teachers responding or 8.29 percent of all teachers in the system. One can only wonder about their effectiveness in the classroom and the enthusiasm found in their classrooms.

Encouraging responses show that 61 percent of the respondents frequently or continuously receive tangible rewards from teaching which make them enthusiastic about their job. Half of the respondents would choose to be a teacher if they had to do it all over. While on the job, many teachers (61 percent) frequently or continuously help students with nonacademic problems. Further, 61 percent of the respondents receive support and encouragement from their principals. Only a small portion of the respondents appear to be burned out or on the road to burnout.

Viewed through Maslow's hierarchy of needs, many teachers receive security and reassurance, find supervisors helpful and flexible, receive recognition of their efforts and performance, and share in decision making in their school setting. The teachers' lives include opportunities to be involved in the nonacademic problems of their students. A majority of teachers in APS appear to be in a mode of self-actualization and receive adequate rewards which enhance their enthusiasm for the job of teaching.

This report has taken a great deal of data provided by teachers in a very busy time in the school year and attempted to find meaning in the responses. Further work needs to be done to examine the relationships of the data with the various entities in the school system. Thanks go to the teachers who took the time to complete the questionnaire with the belief that they could provide meaningful information to help make teaching more rewarding and more beneficial for their students. This report is not exhaustive, rather a beginning look at what the teachers are telling us about their perceptions of life in the Atlanta Public Schools.

R & E/LF
Revised 8/23/91

TABLE OF CONTENTS

	Page
Review of the Literature	1
Administration of the Questionnaire	5
Discussion of Questions	6
The Maslach Burnout Inventory (MBI)	13
Correlation of Teaching Climate with Burnout Subscales	15
Short Answer Responses	16
Question A	16
Question B	18
Question C	21
Question D	22
Summary	26
Morale and Opportunities	26
Pupil Performance	26
Teacher Outlooks	27
References	29
Appendix 1 Responses to Questions by Total Group	32
Appendix 2 Graphs 1-37	40
Appendix 3 Teacher Suggestions Responses to Questions A-D	78

LIST OF TABLES

No.		Page
1	Maslach Burnout Inventory (MBI) Scoring Cut-Off Points	13
2	Maslach Burnout Inventory (MBI) Results	14
3	Burnout by Age -- Number of Teachers	15

LIST OF GRAPHS

No.		Page
1	Teacher Morale Systemwide and All Elementary, Middle, and High School Responses	41
2	Personal Morale Systemwide and All Elementary, Middle, and High School Responses	42
3	Systemwide View of the Future Percentage of Respondents by Sex Reported by Those Who Provided Demographic Data	43
4	Systemwide View of the Future - Percent Responding by Age	44
5	Systemwide View of the Future - Percentage of Respondents by Sex Reported by Those Who Provided Demographic Data	45
6	Systemwide View of the Future - Percent Responding by Age	46
7	Discipline Systemwide, Elementary, Middle, and High School	47
8	Disrespect Towards Teachers in Halls and Classrooms	48
9	Disrespect Towards Teachers Systemwide	49
10	Teaching Rewards Systemwide and All Elementary, Middle, and High School Responses	50
11	Teaching Career, Systemwide and All Elementary, Middle, and High School Responses	51
12	Teachers' View of Helping Students Systemwide	52
13	Supplies and Materials Available in Elementary, Middle, and High Schools	53
14	Supplies and Materials Available in Schools, System, and Area	54
15	Supplies and Materials Availability Systemwide	55
16	CLO's - Systemwide and Areas - Helping Students Focus on Learning	56
17	CLO's - By Age of Respondents	57
18	CLO's - Systemwide and Areas - Helping Teachers Organize Teaching Effectively	58
19	CLO's - Organizing Teaching - Age of Respondents	59
20	Teacher and Student Expectations and Student Performance Systemwide	60

LIST OF GRAPHS (Continued)

No.		Page
21	Communication with Decision Makers Systemwide	61
22	Access to System Decision Makers	62
23	Utilizing Techniques Taught in Education Courses	63
24	Personal Preparation for Teaching in an Urban School System	64
25	Support from Mentor Teacher - Years Teaching Experience	65
26	Support from Mentor Teacher - Age Group	66
27	Support and Encouragement by Principal in Elementary, Middle, and High Schools	67
28	Support and Encouragement by Principal -- System and Area	68
29	Teacher Opinions on Promotion Policies, Percentage of Elementary, Middle, and High School Teachers Responding	69
30	Paperwork Systemwide	70
31	Central and Area Staff	71
32	Parent Involvement Systemwide - Percentage of Teachers Who Welcome Parent Volunteers or Observers	72
33	Parent Involvement in the Past Year - Systemwide	73
34	Teacher Ombudsman - Percentage of Elementary, Middle, and High School Teachers Responding to Questions 73, 74, and 75	74
35	Teaching Climate - As Measured by Eight Questions - Percentage of Teachers that Agree/Strongly Agree - Elementary Schools	75
36	Teaching Climate - As measured by Eight Questions - Percentage of Teachers that Agree/Strongly Agree - Middle Schools	76
37	Teaching Climate - As Measured by Eight Questions - Percentage of Teachers that Agree/Strongly Agree - High Schools	77

TEACHER MORALE IN THE ATLANTA PUBLIC SCHOOLS

Review of the Literature

The Atlanta Public School System (APS) is experiencing the exodus of a large number of newly hired teachers. In 1989 in a review looking back six years, 781 teachers resigned from the system. Of these, 64 percent left within their first five years, 13 percent left between their sixth and tenth year of employment, and 10 percent left between the eleventh and fifteenth years. Many look to other careers while some transfer to other teaching locations. The teaching staff is primarily female which mirrors the home environment of the inner-city child. There are few male classroom role models, and many of the newly hired teachers are recruited from the midwestern and northwestern states. Inexperience with southern culture, and particularly southern African-American culture, may create culture shock in addition to the stress normal in beginning teachers. Individual teachers who remain in the classroom for their entire educational career have the same job description on the last day before retirement as the initial day of classroom employment. There is no change in expectations for the teacher or rewards. Only the students who come into the classroom change. There are as few rewards to good and experienced teachers as there are to poor and inexperienced teachers.

Teachers, therefore, with little chance of reward or recognition, experience high stress levels and low morale which lead to high burnout rates. Identified causes by researchers (Maeroff, 1988; Duke, 1984; Pines and Aronson, 1988) include the following:

- Teacher isolation, lack of trust and alienation
- Limited validation and praise
- Limited recognition
- Lack of control over their lives in the classroom which affects their total lives
- A belief that professional needs are not taken seriously
- Curriculum users not curriculum creators
- Constant change in school systems and society-at-large
- Professional status not recognized
- Unmotivated students who sense they have little control over their own lives.

According to Sizer (1984), the function of the teacher is to assist the student to learn. As teachers plan, Maeroff (1988) suggests they must "feel sufficiently empowered to be innovative and autonomous in their teaching styles." They, in turn, empower students by teaching to their strengths and not orienting themselves toward deficits (Cummins, 1986). Students must be the beneficiaries of lessons which inspire and motivate them to want to learn.

Job satisfaction, according to Kreis (1983) is at the root of the problem of burnout. According to Maslow's hierarchy of needs, people need security, affiliation, self-esteem, autonomy, and self-actualization, in that order, to be satisfied in jobs. The more needs that teachers perceive are fulfilled through their

jobs, the more job satisfaction they report. Kreis (1983) indicates areas in which the job satisfaction can be increased:

Security	Financial compensation and reassurance.
Affiliation	Helpful supervisors and time and flexibility to work closely with other adults.
Self-esteem	Provide recognition of efforts and performance.
Autonomy	Chances to share in decision making and direct work of other adults.
Self-actualization	Routes to fuller personal and professional development.

Kreis suggests that teachers' individuality must be recognized and encouraged, and teachers should be encouraged to clarify their own needs and to pursue the fulfillment of them through many avenues available in their teaching jobs.

Teachers may not be aware consciously of the unfulfilled nature of their needs and may be experiencing stress related to the job. One stress that all teachers feel is the assumption frequently made that if students do not learn it is because the teacher did not teach, which often may be the basis of unrealistic expectations of the teacher in the classroom. Maintaining discipline is a stress. There is psychological and emotional stress associated with attempting to teach uninterested and unmotivated students. In addition, there is, according to Pines and Aronson (1988), a "constant demand to give emotionally on the job."

Stress itself is not the problem in and of itself. The problem for teachers is that the stress is ongoing and often unmitigated. Teaching is classified as one of the helping professions. Schwab (1986) indicates that "the teaching profession has been subject to increased pressure by society to correct social problems (drug, alcohol, and sexual abuse), educate students in academic and skill areas, provide enrichment activities, meet the individual needs of all students with a wide range of abilities, and encourage moral and ethical development" (Schwab, p. 18) which is no small task. What are the people in the teaching profession like? They are often idealistic, highly motivated people who expect their work to give their lives a sense of meaning. When their work has no meaning and stress is greater than the support and rewards of the job, burnout occurs. Pines and Aronson (p. 11) indicate the "root cause of burnout lies in our existential need to believe that our lives are meaningful, that the things we do are useful, important, and even 'heroic'." When people become painfully aware that their work is not an avenue for finding meaning in life, they feel that their lives have no purpose.

The effects of burnout fall into three categories. The first is physical exhaustion (feeling tired and rundown, having sleep problems, being weak and susceptible to illness). People in the process of burnout out "report accident-proneness, increased susceptibility to illness, nagging colds, frequent attacks of virus or flu, frequent headaches, nausea, muscle tension in shoulders and neck, back pains" (Pines and Aronson, p. 12) and problems associated with the digestive system. Secondly, there is emotional exhaustion (feeling depressed, trapped, hopeless). The third effect is mental exhaustion (feeling worthless, disillusioned, resentful, and incompetent)

with negative attitudes about work and life in general. These are the effects felt by people who are in the process of burning out.

How do teachers who are beginning to feel low in morale and moving toward the early stages of burnout react to their students? Farber (1983) indicates that teachers who become burned out may be less sympathetic toward students, may have a lower tolerance for frustration in the classroom, may plan for their classes less often or less carefully, may fantasize or actually plan on leaving the profession, may feel frequently emotionally or physically exhausted, may feel anxious, irritable, depressed, and, in general, may feel less committed and dedicated to their work." (p.1). Teachers who burn out often leave the profession, feeling that no matter how hard one works, the accomplishments, whether recognition or appreciation for the job they do, will never come in the teaching profession.

Many teachers also remain in the profession. They may be motivated by need for security and tenure. They may "turn off" and just go through the motions each day, invisible, just existing. The assumption can be made that teachers who are burning out directly affect the performance of their students. Farber (1984) suggests that teachers are "not burned out, they are worn out." Instead of burning out from overwork, "they turn off to the job and stop attempting to succeed in situations that appear hopeless. Farber continues the theme saying that those who are burned out continue with high self-esteem and those who are worn out have damaged self-esteem. He sees these teachers as no longer investing in the profession. They still get pleasure and satisfaction from their students, but are not committed to the teaching profession. "Teaching itself is not stressful, it's everything that gets in the way of teaching" that is stressful. There is information that "teachers who are worn out or burned out "expect less work from their students and fewer rewards from their jobs, and that they distance themselves emotionally from students." (Farber 1982). As a result, Farber contends that "students will suffer loss of self-esteem, and may be turned off permanently to learning." (Farber 1982).

Whether teachers are wearing out or burning out, they cannot be the healers of the problem within themselves. Action must come from the total profession. Severe, uncontrollable, chronic stress must be met with adequate support. Maeroff (pp. 6, 7, 1988) suggests that there are three guiding principals to the empowerment of teachers which he believes can help solve the problem.

> Boosting status is fundamental to the process because, simply put, those who have lost the will are not likely to find the way.
>
> Making teachers more knowledgeable is an obvious step in enhancing their power. Part of the reason why teachers have not exerted more authority is because they are not sufficiently well informed to do so. Teachers, shaky in their academic and pedagogical backgrounds, must repeatedly defer to the judgments of supervisors, who are given the time to be the supposed experts.
>
> Finally, allowing teachers access to the lofty towers of power means building psychological ladders they may climb to escape their isolation and gain the overview that few of them usually attain. (Maeroff, 1988).

In more direct terms Maeroff says that if teachers are undervalued, they will not feel they have power. They feel powerless when they have to attend to so much busy work that is not intrinsic to the main task. Workers need to feel some control over their jobs. "Teachers are infantilized, transformed into adult workers who sometimes have an almost parent-child relationship with their principals." (Maeroff,

p. 22, 1988). Isolation is a problem, and working together as colleagues rarely happens. Teachers need to interact with other teachers. Further, this process does not need to begin with seasoned teachers, rather support needs to come early to the beginning teacher. They need "recognition and status in the community and more power so they have a sense of authority about what they do and are recognized as experts in their field." (Maeroff, p. 3, 1988).

With all these concerns about burnout, wear-out, and high numbers of teachers leaving the profession, there was a need to investigate the morale of the Atlanta Public Schools teachers. Questions were devised which would be directed to each of the areas associated with what the literature is saying is happening.

A questionnaire of 91 questions was devised to be administered to teachers voluntarily. Topics covered included teacher burnout, mentoring, quantity and availability of supplies, morale, the future, rewards in teaching, support and encouragement and a set of classroom climate questions. No questions were asked of individuals concerning their apparent health, needed use of sick leave, support system at home, whether a "significant other" or children were in the home, or the specific school in which they taught. Questions were not asked concerning the type of students they saw themselves teaching and their grade levels. Even with those questions some teachers believed that we could "identify" them and thus sent them in anonymously with no information other than the responses to the questions. In some locations no teachers responded to the questions at all.

TEACHER MORALE QUESTIONNAIRE ANALYSIS

Administration of the Questionnaire

The teacher morale questionnaire was distributed via the Teacher Ombudsman to the Teacher of the Year in each school with the request that the questionnaire be distributed in a faculty meeting for response in a group setting. The questionnaires were to be administered and returned the last week of May 1990. Some school faculties returned responses in a group, and others returned responses individually. There were 30 schools from which no responses were received. Some schools sent in a response from all teachers, but others included only a few teachers' responses. In addition to the ones which were returned to the Teacher Ombudsman through the expected channel, there were a number of questionnaires which were returned anonymously to the Department of Research and Evaluation. There were 1520 questionnaires returned which was 40.16 percent of the teaching staff in the system.

The responses to the questions were to be "bubbled in" on a standard scan sheet. Demographic data were requested, including:

- Sex
- Year of birth
- Number of years employed as a teacher
- Number of years teaching in the present school
- Grade levels taught
- Number of students taught each day
- Which students with special needs are taught
- Predominant socioeconomic status of students taught
- Highest certification held
- Itinerant or school-based location
- Number of hours per week spent on school work beyond school hours
- Membership in a teachers' organization

The first 50 questions were a response as to whether a teacher had ever felt like the statement, and, if so, how frequently. The choice of responses was Never, Rarely, Occasionally, Frequently, Continuously. The next 41 questions were a Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree continuum. In order to crosscheck the responses of the teachers, some questions were asked more than once in a different format -- sometimes within the same portion of the questionnaire and sometimes in the first and last set of questions. The final page of questions requested direct answer responses from the teachers. Those responses have been compiled in their entirety in order to understand the teachers' feelings and attitudes.

Embedded into the questionnaire was a set of 22 questions of the Maslach Burnout Inventory (MBI) with three subscales by Maslach and Jackson. In addition, there was a set of questions on teaching climate from the T-BAQ by R. R. Hock. These will be discussed separately.

Questions emanated from topics suggested by the Superintendent, persons in the Personnel Department and a search of the literature. The responses have been gathered by school, area, grade levels taught, systemwide, total elementary schools, total middle schools, total high schools, and by some of the demographic data such as age of respondents. Appendix 1 provides the responses to each of the questions by the total group. Systemwide, there are over 1,500 responses to questions, with the number varying for each area and level of teaching in the system. Another way to look at the data is by sub-areas. Five sub-areas labeled Emotional Exhaustion, Depersonalization, Personal Accomplishment, Teaching Climate, and Personal View follow the numerical listing.

Discussion of many of the questions will be with the continuum collapsed so that it is possible to see the total direction of the responses. For intensity in direction, it will be necessary to look at the complete table to see the exact responses for each question. In the Disagree-Agree continuum the Undecided choice has been left out. Therefore, the numbers will not add to 100 percent.

Discussion of the Questions

The discussion of graphs will follow by subject matter. Due to the order of questions, the two types of questions and the ability to look at a question in different ways, there may be several graphs for each question. The graphs are located in Appendix 2.

The questions will be discussed in groups of responses, except when there is only one question on a topic.

Teacher Morale:

Question 95. I believe teacher morale has risen in the past two years *(Graph 1)*
Question 62. My personal morale is higher than it was a year ago. *(Graph 2)*

Fifty percent of the respondents disagreed or strongly disagreed with the statement that teacher morale had risen in the past two years. A majority of teachers at the middle and high school level disagreed with the statement, and 49 percent of the elementary teachers disagreed. The number most agreeing with the statement was the elementary group of teachers at 23 percent.

Thirty-six percent of the system teachers who responded agreed with the statement regarding personal morale; forty-four percent disagreed. At the school level, 45 percent of the elementary, 41 percent of the middle, and 43 percent of the high school respondents disagreed with the statement. Only 32 percent of the high school teachers agreed with the statement that their morale was higher than a year ago.

Future in Teaching:

Question 63. I see a bright future for me in teaching. *(Graphs 3 and 4)*
Question 64. I have been encouraged by the opportunities for advancement in teaching in this school system. *(Graphs 5 and 6)*

Only 5 percent of males see a bright future in teaching, while 33 percent of females do. Twenty-two percent of females do not see a bright future in teaching. Viewed by age, 58 percent of 20-25 year-old teachers see a bright future, with the number declining to 30 percent in the 40-45 age bracket. Except for the 41-45 and 46-50 age brackets, it can be said that a majority of teachers under age 50 in the system who responded see a bright future for themselves in teaching.

When asked about opportunities for advancement in this school system, only at the 20-25 age bracket did more than 40 percent respond positively. In the 30-35 and 36-40 age brackets, 59 percent do not agree with the statement. In the 46-50 age bracket, 58 percent disagree with the statement. Forty percent of the females disagreed with the statement that they are encouraged by the opportunities for advancement in teaching in this school system, while 22 percent of females agreed, and 3 percent of males agreed. Males are undecided about their opportunities.

Discipline:

Question 68. Discipline has improved in my school during the past year. *(Graph 7)*

This graph on discipline is divided into system, elementary, middle, and high levels. Only 5 percent of the respondents strongly agreed with the statement; an average of 19 percent agreed, with the lowest group that agreed being the elementary teachers. The strongly disagree category is the largest for middle school teachers at 34 percent, and the elementary teachers had 29 percent that disagreed to the statement.

Question 80. Disrespect toward teachers in the halls is a discipline problem in my school. *(Graph 8)*
Question 81. Disrespect toward teachers in the classroom is a discipline problem in my school. (Graphs 8 and 9)

This question indicated an evenly divided response whether disrespect in the halls is a problem, with 44 percent agreeing and 44 percent disagreeing. In reference to the classroom, 61 percent agree or strongly agree that disrespect towards teachers in the classroom is a discipline problem in the school, with 37 percent disagreeing. When viewed in the elementary, middle, and high schools, in Graph 9, 50 percent of the elementary teachers agreed that disrespect towards teachers in the classroom is a problem; 68 percent of the middle school teachers and 47 percent of the high school teachers either agreed or strongly agreed. Only 39 percent of elementary, 22 percent of middle, and 35 percent of high school teachers disagreed or strongly disagreed with the statement concerning disrespect toward teachers in the classroom.

Rewards in Teaching:

Question 56. The intangible rewards of teaching make me enthusiastic about my job. *(Graph 10)*
Question 57. If I had to do it all over, I would still choose to be a teacher. *(Graph 11)*

Two percent of the system's teachers answered never to this statement about intangible rewards of teaching, with 4 percent of the middle school teachers responding never. For the system, 61 percent of the teachers said the intangible rewards were frequent and continuous, with the highest percentage being the high school teachers, with 54 percent indicating that the rewards were frequent and continuous.

Asked if they still would be teachers if they had to do it all over (Graph 11), systemwide 50 percent indicated they frequently or continuously felt that way,and 28 percent indicated thet they rarely or occasionally felt that way. However, 21 percent of the respondents indicated they never felt that way, with the high school teachers leading the group with 23 percent.

Student Involvement:

Question 17. I often help students with nonacademic problems. *(Graph 12)*
Question 18. I have often felt personally involved with students' problems. *(Graph 12)*

Sixty-one percent indicated they frequently or continuously helped students with nonacademic problems, and 53 percent indicated they frequently or continuously felt personally involved with students' problems. Only a small 1 percent said they never helped students with nonacademic problems, and 2 percent said they never felt personally involved with students' problems.

Supplies:

Question 43. Supplies in my school are adequate for me to teach effectively. *(Graphs 13 and 14)*

High school teachers topped the group, with 59 percent indicating frequently or continuously supplies and materials were available. Elementary school teachers were next with 41 percent, and middle school teachers were last with 38 percent. Thirteen percent of elementary school teachers indicated the supplies were never adequate, with 8 percent of middle school teachers and 6 percent of high school teachers indicating never.

When viewed by system and areas (Graph 14), the responses remain within the same general categories. Systemwide, 10 percent of the teachers said never were supplies adequate to teach effectively, 45 percent said rarely or occasionally, and 44 percent said frequently or continuously that supplies are adequate to teach effectively.

Question 51. I have found my supplies and materials are adequate for effective classroom instruction. *(Graph 15)*

This question verified the response to question 43. Forty-eight percent (as opposed to 44%) responded that supplies and materials were frequently or continuously adequate, and 7 percent as opposed to the 10 percent in the previous question, indicated supplies and materials never were adequate.

Curriculum Learning Objectives (CLO's)

Question 65. I believe CLO's help students to focus on what they should learn. *(Graphs 16 and 17)*

Forty-seven percent of the respondents either agreed or strongly agreed with the CLO statement, and 30 percent disagreed with the statement. Teachers in each area were similar in their responses, with about 30 percent that disagreed and just under 50 percent that agreed that CLO's helped students focus on what they should learn.

When looking at age groups (Graph 17), slightly more teachers agreed with the statement than disagreed in each age group, though the highest percentage agreeing was 49 percent at the 36-40 age group.

Question 66. I believe CLO's have helped me organize my teaching more effectively. *(Graphs 18 and 19)*

Systemwide, 41 percent of the teachers either agreed or strongly agreed with the statement that CLO's help organize teaching more effectively, and 37 percent disagreed/strongly disagreed. When looked at from age groups (Graph 19), the reaction is mixed. A greater percentage of the 20-25 age group and the 31-35 and 36-40 age groups agreed with the statement than disagreed. There is about a 20 percent undecided group in each age group.

Student Expectations:

Question 59. I have higher expectations for students' performance than I had two years ago. *(Graph 20)*

Question 60. My students have increased their belief in their ability to learn. *(Graph 20)*

Question 82. Higher expectations by students in my class have led to improved classroom performance. *(Graph 20)*

To all these questions concerning teacher and student expectations, the majority of the respondents agreed/strongly agreed with the statements. The lowest is 55 percent who answered agreed/strongly agreed to the statement that they have higher expectations for students' performance than they had two years ago. Sixty-two and 64 percent of the respondents agreed with the last two statements concerning increased belief in ability to learn and improved classroom performance.

Communication With Decision Makers:

Question 14. I have been able to communicate with decision makers in my school. *(Graph 21)*

Question 15. I have been able to communicate with decision makers in the school system. *(Graph 21)*

These graphs compare communication within the school and across the school system. Within the school, communication with decision makers is occasional or frequent for a majority of the teachers, with 5 percent indicating they never have that communication. The amount of communication with systemwide decision makers indicated teachers rarely or occasionally have it, and 15 percent indicated frequent or continuous communication with decision makers in the system.

Question 61. My access to decision makers in the school system has improved. *(Graph 22)*

Forty-two percent of teachers who responded to the question disagreed/strongly disagreed with the statement, with 32 percent that agreed/strongly agreed. Twenty-five percent of the teachers were undecided about the improvement of access to decision makers.

Staff Training:

Question 54. I have found I have been able to utilize the teaching techniques which I was taught in my education courses. *(Graph 23)*

Systemwide, 4 percent of the teachers said they never have utilized the teaching techniques taught in education courses, with the other grade levels answering from 3 to 5 percent in the never category. In the rarely/occasionally category, 48 percent of elementary, 55 percent of middle, and 53 percent of high school teachers responded. Forty-eight percent of elementary teachers, 40 percent of middle school teachers, and 44 percent of high school teachers responded frequently or continuously to the same question on utilization of teaching techniques.

Question 55. I have felt my teacher training institution adequately prepared me for teaching in an urban school system. *(Graph 24)*

About 6 percent of the teachers responded they never felt adequately prepared to teach in an urban school system, while 43 percent indicated rarely/occasionally, and 51 percent responded frequently or continuously. The variance between grade levels taught is only a few percentage points.

Mentoring:

Question 58. I have felt I have received adequate support from my mentor teacher. *(The instructions were to respond only if one had a mentor teacher.)* ***(Graphs 25 and 26)***

This question is viewed from years of experience (Graph 25) and from age of teacher responding (Graph 26). In the 1-3 years experience, 55 percent of the teachers respond that they have had adequate support frequently or continuously. Fifty-four percent responded similarly in the 4-6 year range of experience. Of the

teachers who had 1-3 years of experience, 16 percent said they never had adequate support; and, for teachers with 4-6 years of experience, 15 percent said they never had adequate support from their mentor teacher. Twenty-nine percent of teachers in the 1-3 years range of experience indicated they rarely or occasionally had support from a mentor teacher, while 31 percent of teachers with 4-6 years of experience indicated they rarely or occasionally received adequate support from their mentor teacher.

In the 20-25 age category in Graph 26, 15 percent said they never had adequate support, and 56 percent said they had frequent or continuous support. In the 26-30 age category, 10 percent said never, and 60 percent said frequently or continuously. Twenty-nine and 31 percent said they rarely or occasionally experienced adequate support from a mentor teacher.

Question 48. I have received support and encouragement from the principal of the school at which I teach. *(Graphs 27 and 28)*

Five percent of the systemwide teachers responded that they never received support and encouragement from their principal, while 61 percent received the support frequently or continously. Systemwide, 33 percent received it rarely or occasionally. In Graph 28, the highest response for frequent and continuous support came from elementary school teachers, followed by high school teachers and middle school teachers.

Student Promotions:

Question 70. The current promotion policy causes increased student dropouts. *(Graph 29)*

Question 71. Promoting students who do not meet the promotion criteria and remediating them in the next grade is better for students than retaining them. *(Graph 29)*

Question 72. Students who have been retained and then have met the promotional requirements perform better in a higher grade. *(Graph 29)*

Teachers were divided on this issue of promotional policies. Thirty-seven percent of high school teachers disagreed that the current promotion policy causes increased student dropouts, while 22 percent agreed.

Elementary and middle school teachers agreed that promoting students and remediating them in the next grade is better for students, but the high school teachers disagreed about as strongly as the elementary and middle school teachers agreed.

In each case, elementary, middle, and high school teachers agreed that retained students who have met the promotional requirements perform better in a higher grade.

Paperwork:

Question 52. I resent the redundancy of paperwork due to requests from staff outside the school. *(Graph 30)*

Question 53. I resent the redundancy of paperwork generated within the schools. *(Graph 30)*

Not surprisingly, 67 percent of the teachers responded frequently or continuously resenting paperwork from outside the school, and 56 percent responded likewise to paperwork inside the school. A small 2 percent and 3 percent, respectively, never felt that they resented paperwork from inside or outside the school.

Support From Area/Central Staff:

Question 83. Central staff persons have been available to help me with needs I have identified. (Graph 31)

Question 84. Area staff persons have been available to help me with needs I have identified. (Graph 31)

In response to the role of the area staff persons, 53 percent of the system respondents indicated they had received help from the area staff in areas they identified, and 41 percent indicated they had received help from the central staff. Thirty-five percent of the teachers who responded systemwide indicated they had not had central staff to help with needs the teachers had identified. Twenty-eight percent of the teachers systemwide indicated area staff had not been available to help them with needs they had identified.

Parent Volunteers:

Question 98. I would welcome a parent volunteer in my classroom. (Graph 32)

Question 99. I would welcome a parent observer in my classroom. (Graph 32)

Eighty-four percent of the teachers would welcome parent volunteers in the classroom, and 80 percent would welcome parent observers in the classroom.

Teacher Ombudsman:

Question 79. Parents at this school have become more involved in their children's education in the past year. (Graph 33)

Fifty-four percent of the teachers disagreed/strongly disagreed with the statement, and only 25 percent agreed or strongly agreed with the statement that parents have been more involved in the child's education in the past year.

Question 73. I know how to contact the Teacher Ombudsman for assistance. (Graph 34)

Question 74. The Teacher Ombudsman has been active in my school. (Graph 34)

Question 75. The Teacher Ombudsman has proved to be a benefit to me as a teacher. (Graph 34)

Each of these questions is viewed from the grade level taught -- elementary, middle, and high school. Half of all elementary and high school teachers who responded indicated in question 73 that they knew how to contact the Teacher Ombudsman. Only 24 percent of the middle school teachers responding indicated they knew how to contact the Teacher Ombudsman.

In question 74, when asked if the Teacher Ombudsman had been active in their school, only 22 percent of elementary school teachers, 13 percent of middle school teachers, and 25 percent of high school teachers indicated they knew that the Teacher Ombudsman had been active in their school.

In question 75, when asked if the teacher Ombudsman had proven to be a benefit to them personally as a teacher, 19 percent of elementary school teachers responded with an agree/strongly agree, while 11 percent of middle school teachers did so, and 20 percent of high school teachers indicated the Teacher Ombudsman had been a benefit to them as a teacher.

Teaching Climate:

Question 85. There is a sense of teamwork among teachers at my school.
Question 86. Parents are involved with their children's education in my school.
Question 87. The teachers at my school have an effective voice in important decisions affecting our jobs.
Question 88. My school is unified in striving for clear educational goals.
Question 89. Teachers in my school are encouraged to try new and creative solutions for existing problems.

Question 90. The facilities at my school (buildings, classrooms, furniture, etc.) are adequately maintained.
Question 91. Teachers at my school are recognized for exceptional performance.
Question 92. My school has effective programs designed to motivate the students. (Graphs 35, 36, 37 for questions 85-92)

Questions 85 through 92 are directed towards the teaching climate perceived in the individual respondent's school.

Following are three graphs of the data in Questions 85-92 (Graphs 35, 36, and 37). The graphs show the percentage of respondents in elementary, middle, and high schools who agree/strongly agree with the statements describing the school in which they teach, which should give a picture of what the teachers perceive the teaching climate is for their school. When all the teachers in a group reporting are combined, there is a picture of the total group perception.

In the elementary school graph (Graph 35) for instance, 70 percent of the teachers believe there are clear educational goals, and teachers are encouraged to try new and creative solutions to existing problems. However, only one-third of teachers reporting indicated they have a voice in the decisions affecting their jobs. Thirty-seven percent believe parents are involved in their child's education. Forty-six percent believe their facilities are maintained adequately.

In the middle school graph (Graph 36), 58 percent believe there are clear educational goals , and 25 percent believe they have a voice in decisions. Only 16 percent see parents involved in their children's education in middle school, which is much lower than elementary or even high school observations. Forty-eight percent believe their facilities are maintained adequately.

In the high school graph (Graph 37), 66 percent believe there are clear educational goals , and 31 percent believe they have a voice in decisions. Thirty-five percent see parents involved in their children's education in the middle schools. Fifty-eight percent agree/strongly agree that the facilities are adequately maintained.

In the question as to whether the school has effective programs to motivate students, 60 per cent of the elementary teachers agree, 60 per cent of the high school teachers agree, but only 48 percent of middle school teachers agree/strongly agree with the statement.

Further study is warranted concerning the perceptions of the teachers of these programs.

The Maslach Burnout Inventory (MBI)

The Maslach Burnout Inventory (MBI) is designed to measure three subscales. "**Emotional Exhaustion**, the first subscale, is the tired and fatigued feeling that develops as emotional energies are drained. When these feelings become chronic, teachers find they can no longer give of themselves to students as they once could." (Maslach 1986) "Teachers who no longer have positive feelings about their students, experience the second component of teacher burnout, **Depersonalization**." Examples of Depersonalization include cynical attitude toward students, negative or derogatory labels; physically distancing themselves from students or psychologically withdrawing from students. **Personal Accomplishment** is the third aspect of the MBI. Teachers' goals are to help students learn and mature. If the personal assessment of one's accomplishment in this area is low, or teachers feel they are not able to accomplish their tasks with students, they receive no personal rewards for their jobs. There is no other area to which they can turn in the teaching profession to receive rewards other than the progress of their students.

The original MBI contained 22 items on a seven-point scale, with 9 items to measure Emotional Exhaustion, 5 items to measure Depersonalization and 8 items to measure Personal Accomplishment.

The MBI items were included within the first 42 items of the questionnaire. The scale was reduced to a five-point scale to accommodate the option provided on the available computer scan sheets.

Each of the three scales is scored separately, but a total -- High Emotional Exhaustion, High Depersonalization and Low Personal Accomplishment -- is needed to classify a teacher as Burned Out. Personal Accomplishment, measured by eight items, is scored opposite from Emotional Exhaustion and Depersonalization.

The respondents answered each of the first 42 MBI questions plus 7 others on a scale of Never, Rarely, Occasionally, Frequently, and Continuously. Scoring for these three subscales was:

Never = 0, Rarely = 1, Occasionally = 2, Frequently = 3, Continuously = 4

The seven-point scale measuring High, Moderate, or Low Burnout was interpolated to the five-point scale for APS scoring pages.

TABLE 1

MASLACH BURNOUT INVENTORY (MBI)
SCORING CUT-OFF POINTS

Subscale	High	Moderate	Low
Emotional Exhaustion (N = 9)	22.5 - 36	14.1 - 22.4	0 - 14.0
Depersonalization (N = 5)	11.66 - 20	7.5 - 11.65	0 - 7.4
Personal Accomplishment* (N = 8)	0 - 25	26 - 30	31 - 32

*Scored opposite direction from Emotional Exhaustion and Depersonalization.

The Personal Accomplishment scale is interpreted in the opposite direction from the Emotional Exhaustion and Depersonalization.

The burnout results are shown in the following table.

TABLE 2

MASLACH BURNOUT INVENTORY (MBI) RESULTS

Subscale	High		Moderate		Low	
	N	%	N	%	N	%
Emotional Exhaustion (N = 1,465)	233	15	591	40	651	44
Depersonalization (N = 1,433)	49	3	244	17	1,140	80
Personal Accomplishment (N = 1,433)	1,093	76	313	22	27	2

On the Emotional Exhaustion scale, 44 percent of the teachers scored in the low range (0 - 14.1) on a scale of 36. Fifteen percent scored in the high range of Emotional Exhaustion when the questionnaire was administered -- the last week in May.

On the Depersonalization scale, 80 percent indicated a low rate of depersonalization. That is, the teachers relate to the students as people and really care about them and their progress. Three percent of the teachers scored high on Depersonalization.

Personal Accomplishment is interpreted opposite from Emotional Exhaustion and Depersonalization. The lower the score, the higher level of feeling low personal accomplishment on the job. Seventy-six percent of the teachers indicated they had high feelings of personal accomplishment. Two percent indicated low feelings of personal accomplishment.

For high burnout to occur, a person must score high on two scores and low on Personal Accomplishment. For moderate or low burnout to occur, a person must score in the moderate or low categories on all three scales.

In looking at the numbers of teachers who scored High on Emotional Exhaustion, High on Depersonalization, and Low on Personal Accomplishment, the three scores to equal high burnout, in APS we find 25 people in the high burnout range. There are 6 people in the moderate range of burnout and 24 in the low range of burnout in a population of 1,433. The following table shows the respondents' age range and number of people identified as being in a stage of Burnout.

TABLE 3

BURNOUT BY AGE -- NUMBER OF TEACHERS

Age	High	Moderate	Low
Age Not Entered	5	1	7
20-25	1	0	0
26-30	2	1	2
31-35	3	0	2
36-40	2	0	1
41-45	4	0	1
46-50	3	0	2
51-55	4	1	1
56-60	0	0	4
61-65	1	1	2
66 and Over	0	2	2
All Ages	**25**	**6**	**24**

Correlation of Teaching Climate With Burnout Subscales

Questions 85-92 deal with Teaching Climate as measured by the eight questions as perceived by teachers in their school.

A Spearman Rho correlation was computed between the Teaching Climate subscale and each of the three subscales of the MBI.

The correlation between Emotional Exhaustion and Teaching Climate is -.2939 ($P < .001$) ($N = 1,381$). The better the teaching climate is perceived to be by teachers, the less emotionally exhausted the teachers indicate they are. There is a slight negative (-2939) correlation supporting this perception.

The correlation between Personal Accomplishment and Teaching Climate is .3167 ($P < .001$) ($N = 1352$). The correlation is a positive one. The better the teacher perceived the teaching climate, the higher the sense of personal accomplishment for teachers.

The correlation between Teaching Climate and Depersonalization is a slight negative, -.2142 ($P < .001$) ($N = 1351$). This means that as the teaching climate is perceived to be positive, there is less a feeling of depersonalization on the part of teachers toward their students. Teachers view their students with positive, personal attitudes.

Each of the correlations is a slight correlation, not terribly strong, considering the correlation can vary -1 to +1. Teaching climate is a variable to measure both from the student's learning viewpoint and from the teacher's teaching, accomplishing viewpoint.

SHORT ANSWER RESPONSES

The last four questions of the questionnaire requested short answer responses. The questions and number of responses to each question are as follows:

A. What are some of the non-teaching duties which take away from instruction?
1,185 responses

B. Please list topics on which you would like to have Staff Development programs made available to you.
1,065 responses

C. Please list three examples of disrespect which you would describe as a discipline problem.
1,576 responses

D. What three areas would you like the Superintendent to concentrate on in the coming year?
1,613 responses

The answers to each of the questions have been compiled. A number of teachers indicated their concern that the information would not be available to administrators, so all responses for each question are recorded. These complete responses will be found in Appendix 3. However, to look at the actual numbers of responses in topic areas, the responses have been categorized, alphabetized, and the number of responses to each category indicated.

Question A. In response to the question, concerning what some of the non-teaching duties which take away from instruction are, the largest category was paperwork, forms/reports (335). Duty outside the classroom such as bus, cafeteria, early morning or late afternoon hall duty was second in size (294). Eighty five people listed disciplining students as taking away from instruction. The writing of detailed lesson plans/no planning time/writing objectives was mentioned by 67 people. Other often mentioned activities include class notes, decorating bulletin boards, school committees/meetings, testing, surveys/graduate follow-up, and announcements. Apparently, instruction is very narrowly defined by many teachers. The compilation of responses to Question A follows.

Question A - What are some of the non-teaching duties which take away from instruction?

Responses	Number of Responses
None	9
All Duties Are School Related	2
Attendance/Tardies/Cut Slips	34
Being Expected To Keep Room Clean	5
Booklets for Central Office Promotion	1
Class Notes	2
Collecting Lunch/Picture Money	64
Computer Time - Need a Lab Instructor	1

Responses	Number of Responses
Conference Time - No Conferences	2
Counseling/Telephoning Parents/Students	31
Decorating Bulletin Boards	23
Detailed Lesson Plans/No Planning Time/Writing Objectives	67
Disciplining Students (No Help from Administration)	85
Duty: Bus	47
Cafeteria	84
Early Morning	92
Hall	66
Late Afternoon	5
Evaluations	1
Field Day	2
Field Trips	3
Filling in for Absent Teachers	3
Finding Kids for Special Promotion	1
Fire Drills	1
Fund Raising	11
In-School Chairperson	5
Injuries/Sickness	2
Interruptions During Day for Reports Due at End of Day/Teacher Messages/ Announcements	22
Inventory	5
Lack of Art Room	2
Making Instructional Items/Collecting Supplies	9
Monitoring Students Between Buildings/Bathroom/Media Center	6
Organization for After-School PTA Events	4
Paperwork/Forms/Reports	335
Programs-Extra Curricular/Athletics/Plays/Career Week	19
Repairing Equipment	2
Required Courses/Holding Classes	3
Running Copies of Tests, Worksheets	5
School Committees/Meetings (Useless)	59
Social Skills (Teaching)	2
Student Withdrawals/Registering Students	8
Student/Paraprofessional Staffing	7
Surveys/Graduate Follow-Up/This One	32
Teachers Not Performing on Professional Level	2
Teacher Directed P.E.	1
Testing	37
Traveling Between Schools	2
Unnecessary Assemblies	21
Videotaping Programs	1

Question B. The responses to the question regarding courses they would like to have available through Staff Development are led by the topic of Discipline (140), followed by courses in Whole Language Approach/Reading/Creative Writing (84) -- Computer Inservice classes were mentioned by 61 respondents and 51 were interested in topics dealing with Parents, Public Relations, dealing with the community.

There are a number of "How To" courses suggested by the teachers which range from managing time and classroom management and helping slow and remedial students to avoiding burnout and changing careers. Other suggestions for staff development courses dealt with programs and dealing with drugs and the problems associated with drug usage by students.

The compilation of responses to Question B follows.

Question B - Please list topics on which you would like to have Staff Development programs made available to you.

Responses		Responses
Adult Activities for Faculty and Administration		1
Aids Workshop		7
Behavior Modification		10
Communication/Listening Skills		4
Courses at ISC Are a Joke (Only Useful if Taught by Qualified Individuals)		7
Counseling: Self Esteem, Interpersonal Relations, Co-dependency, Dysfunctional Family		47
Critical Thinking/Decision Making		5
Discipline		140
Fifth Grade Syndrome		2
Financial Aid or Classes for Credit Towards Masters/Teacher Incentives		3
Goals/Objectives of Education		2
Health Problems of Students		3
How To:	Avoid Burnout	2
	Change Careers/Career Development	5
	Deal with Teachers Who Are Inadequate/ Building Self-Esteem	8
	Get Involved in High-Paying Summer Workshops	5
	Make and Implement Teacher Materials/Procure Materials	7
	Needs of African-American Male/Inner City Youth in Classroom	17
	Teach Where You Are a Minority	1
	Time/Classroom Management	34
	Understand and Benefit from APS Political System (Corrupt)	2
How To Help:	Crack or Abused Students	21
	High-Risk Students	2
	Hyperactive Students	5
	Slow Learners/Remedial Classes	41
Identifying Students for Staffing		3
Individual Instruction		5
Methods		2
Modality Teaching		4
Motivational Activities/Teacher Morale Building		48
Newer Teaching Methods		3

Responses		Number of Responses
No Preference		5
Paperwork Made Easy		7
Parental Involvement/Irate Parents/Public Relations with Black Parents/ Community		51
Pre-School		4
Principals Choosing Pets		1
Professional Ethics		9
Progams:	African Studies	15
	Alcohol and Drug Abuse Course Required	1
	Art Projects	8
	CLO Workshop	12
	Computer Inservice/Classes	61
	Dance Classes	1
	Decision Making	1
	Drama	2
	Drug Awareness	23
	Ecological Program	2
	Economics	1
	Enrichment Activities	2
	Employee Benefits	1
	ESOL Teacher Evaluations	2
	Exceptional Children's Refresher for Regular Teachers	5
	Financial Needs of Clubs	1
	First Aid and CPR	7
	Foreign Language Taught to Non-English-Speaking Students	2
	GBST	1
	Harlem Renaissance Classroom	1
	EIP's	1
	In-Service Programs	4
	Language Arts or Social Science Fairs	5
	Learning Centers	13
	Mathematics (Manipulative Materials)	29
	Media Specialists and Teachers/Flexible Scheduling/ Use of Videos	11
	Minimum Skills Requirements	4
	Money Management	1
	Music	5
	PEC Coordinators/Students (Meeting State Requirements)	4
	Peer Coaching/Teacher Observing/Self-Assessment	9
	Physical Education	2
	Problem-Solving Techniques	3
	REP Teacher Expectations	2
	Science	35
	Sex Education/Pregnant Girls	13
	Sign Language	2
	Social Studies	16
	Spanish in Elementary Schools	2
	Strategies for Middle School Child	4
	Stress	45
	Teachers as Curriculum Planners	6

Responses		Number of Responses
Programs: (Continued)	TPAI	1
	Understanding and Using Test Scores/Test-Taking Skills	4
	Vocational Education/Typing	2
	Whole Language Approach/Reading/Creative Writing	84
	Word Problems	3
Questioning of Questionnaire		3
Recognition for Being a Teacher/Teacher Rights/Dealing with Ineffective Administration		18
Referrals Needing Immediate Attention		2
School Models		2
Staff Development Already Based on Teacher Recommendations		1
Too Many Meetings Already		4
Tutoring		1
Uniform Lesson Plan Formats/Creative Grade Book		9
Using Learning Styles Effectively		12
Working wih/Training Paraprofessionals		7
Workshop W/Outside Companies/College Professors		2

Question C. This question, requesting examples of disrespect which teachers describe as a discipline problem, stems from a questionnaire a year ago by the Teacher Ombudsman to a group of teachers. When asked problems of discipline, an often-repeated answer was "disrespect." This question was an attempt to clearly define what actions teachers interpreted as "disrespect."

The highest number of responses was for "back-talking" (306), followed by profanity and cursing (280), specifically not doing what the teacher says (156). Disruptive behavior such as running in the hall, sneering, slamming doors, foot stomping, sleeping, throwing items, chewing gum, and knocking on desk were listed by 183 respondents. Fighting, hitting others, and arguing with each other was listed by 130 people. The compilation of responses to Question C follows.

Question C - Please list three examples of disrespect which you would describe as a discipline problem.

Responses	Number of Responses
Attitude	20
Class Cutting	24
Dress Code	3
Drugs	3
Fighting, Hitting Others, Arguing with Each Other	130
Flirting with Teachers	1
Hyperactive Child	1
Lack of Responsibility to Learning: Not Doing Homework, Not Participating in Class, Cheating, Not Having School Supplies, Absent	52
Lack of Strong Policy by Superintendent: 13 and 14-Year Olds in Fifth Grade, No Organization on Levels, Discipline, Interruptions	16
Lies	11
Low Morals/Low Self-Esteem	5
Name Calling	14
No Goals	1
Non-Involvement of Parents/No Home Training; Disrespect Shown by Parents	14
Running and Playing in Cafeteria, Throwing Food	10
Stealing (Art Supplies Specifically Mentioned)	10
Supplies Never Arriving	1
No Respect: Disruptive: Running in Hall, Talking, Sneering, Slamming Doors, Foot Stomping, Sleeping, Throwing Items, Chewing Gum, Knocking on Desk	183
Facial Expressions	12
For Rights of Others	44
For Authority	67
Backtalking	306
Class/School Rules: Being Late, Weapons to School	95
Hitting a Teacher	18
Specifically Not Doing What a Teacher Says	156
Specifically Not Listening as a Teacher Speaks	35
Talking Out of Turn, Getting Out of Seat Without Permission	35
Threatening Teachers	23
Walking Away	19
For Property of Others	17
Profanity, Cursing	280
Tantrums, No Self-Control	18
Vandalism	8

Question D. The responses to the question regarding what three areas the teachers would like to see the Superintendent concentrate on in 1990-91 were led by discipline - discipline workshops. In-school suspension teams topics about the curriculum were high on teachers' minds, including having more input from teachers on the curriculum. Teachers wanted more respect, salary, increased morale, parent education support groups. Due to the fact that a number of people complained about paperwork such as this questionnaire, .it seems doubly important that the results be made available to teachers.

Question D - What three areas would you like the Superintendent to concentrate on in the coming year?

Responses		Number of Responses.
He has done a fine job thus far . Continue coming to schools.		20
Find a new job elsewhere		5
Attendance on Computers		4
Budget Funding		1
Bus Duty		1
Certification		1
Clan Size		1
Collective Bargaining		2
Computer Network Info Bank		2
Creating:	A New Job - Instructional Lead Teacher of Student Services	1
	A Teacher Center	5
	After-School Programs	2
	Motivational Talks on Public TV (Civic/Church Leaders and Successful Former Students)	4
Curriculum Specialists in Elementary Schools - Use as SST Chairpersons		2
Discipline:	Discipline Workshop for Teachers/Multi Disciplinary Evaluation Teams/In-School Suspension/Detention Rooms	266
Do Not Worry About Unimportant Things (e.g., chewing gum)		3
Dress Code for Students/Teachers		1
Drop-Out Rate (minimum number of days must be in school to pass)		7
Eliminate:	"Afro" Studies	3
	Areas (all elementary or middle or high schools should know each other)	7
	Stress Team Teaching	2
	CLO's/Use CLO's in Place of Lesson Plans	4
	Combination Classes	1
	Corporal Punishment	1
	Excessive Testing (IDS, Administering ITBS in Fall and Spring, ITBS and GCRT in Third Grade)	16
	Extra Programs for Nonproducing Schools/Students	3
	Fliers That Are Products of Brain-Washing Techniques	3
	Full Potential Program	1
	Fund Raising in Elementary Schools	1
	Inflexible Mandatory Systemwide Lesson Planning (Plan Book Awkward)	30
	Leadership Team/Central Focus Team	4
	"Money and Power" from Department Chairpersons	1
	Nonteaching Duties: Excess Meetings	6

Responses		Number of Responses
Eliminate:	Observations (Harassment by Principals and Supervisors)	10
	Open Classrooms (Replace with Alternative to Self-Contained Classrooms)	3
	Poor Teachers (or help them)	9
	Students Attending School out of Area	3
	Unnecessary Jobs (at the Top, Incompetent Administrators - Get a Supervisor for Testing Center, Coordinators)	16
	Writing Objectives on Board	12
Emphasize:	Attendance - Chronic Absences, Tardies)	6
	Rewards for Perfect Attendance	2
	Creative Thinking/De-emphasize Testing as Judgment of Teacher Ability	15
	Inspiring Student Performance (Those with Motivational Problems)	21
End School Year on Last Friday in May		1
Evaluation of School Principals by Teachers		4
Foreign Language Representative on Central Focus Team		2
Give Credit Where Credit is Due - Principals Do Not Make a School Succeed		4
Improve:	Availability of Typewriters, Fax, and Copier Machines	5
	Classroom Ratio	50
	Curriculum: Academic Standards and Measurable Objectives (Include Non-College Bound, TAP Given Prior to 9th Grade)	16
	Equitable Support of Existing Programs (PEC)	9
	Limit 6 Exploratory Subjects/Activities for Constructive Learning	14
	Teacher Input	40
	Gap Between Kindergarten and First Grade (Grading)	5
	Grievance Procedure	2
	Grouping of Students (Same Teachers Have Top or Bottom Students Consistently)	2
	Homework Policy	3
	Josten's Learning System	2
	Linguistic Communications Program (Include Relationship Between Teaching English to Non-English Speaking)	3
	Media Center: More Up-To-Date Equipment and Availability	9
	Minimum Skills Requirements (Inconsistent)	4
	Organization and Procedures for Itinerant Teachers	1
	Position on Retaining Kindergartners	4
	Promotion System: Selection of Summer School Personnel	
	Stop Promoting by Who You Know	18
	Quality of Clerical Work Disseminated from Administrator's Office	1
	Reading Program: Remedial Reading Specialists in School Daily	
	"Success Reading Program"	5
	Scheduling	2
	Staff Development (and increase ex. GBST)	17
	Test Scores	2
	Textbook Selection	4
	Transferring Teacher Policy	3
	Working Conditions (Air, Lunchrooms for Teachers/ Facilities-P.E./Security)	47

Responses			Number of Responses
Increase:	Accountability for Spending		6
	African-American Information for Teachers		5
	Aids Available in Classroom (CST to Every School for PEC)		18
	Class in:	Art in Every Room	8
		Chapter I Model in Elementary Schools	1
		Mathematics	3
		Music	4
		P.E. Everyday	3
		Science (Floating Aid?)	5
		Sex Education	7
	Communication (Constructive, Corrective Measures, with Other Systems)		22
	Computer Use in Classroom		5
	Counselors in Elementary School		11
	Employment of White Teachers in All Schools		1
	Field Trips/Enrichment for Poor Atlanta Public Schools Students		9
	Housekeepers in Schools		1
	Independent Studies		1
	Morale		62
	Parent Education/Involvement/Support Groups		76
	Planning Time		36
	Remediation: Learning/Behavior Disordered, Retained, Drug Babies, Black Male		50
	Respect for Teachers		59
	Salary (Particularly Veteran Teachers; Pin for 10, 25 Years of Service)		126
	Student:	Accountability	5
		Work Programs/Senior Internships	2
	Supply Availability (Textbooks/Desk for Each Child, Updated Manipulatives)		90
	Supply Teachers for All Teachers		2
	Teacher Incentives (Educational Leave, Leadership Ladder, **$$$**)		34
	Teacher Rights		5
	Thirty Minute Lunch Breaks (Duty Free)		12
Less Paperwork (Surveys Like This)			104
Lower Age Requirements for Alternative Schools (Felons Should Not Be in Regular School)			9
Master Teachers Serving as Consultants in Assisting New Teachers Perfect Instructional Strategies			2
M.E.P.			1
N/A - New this Year			3
Personality: Cold, Dictatorial, Dishonest, Disloyal, Dogmatic, Impolite, Prejudice Towards Women (White in Particular), Sneaky			48
Positive Image/Leadership with Media/Community/Staff/Board (Emphasize and Promote APS Educational Strategies, Free Services Provided to Students/Parents)			34
Professionally Held Faculty Meetings - Human Dynamics for Principals			15

Responses	Number of Responses
Psychological Testing Feedback - Feedback on All Evaluation, Improve Turnaround Rate	5
Realistic View of "All Children Can Learn"	4
Resource People Should Work in Their Field, Not Pulled To Do Busy Work in Another Area	2
Teacher Talks Program (Monthly Meetings with Superintendent)	12
Undecided	1
Uniform Duties and Responsibility in All Areas (Central Office vs. Schools) (School Leadership)	8
Uniforms in Public School	1
Whole Language	1

Summary

Morale and Opportunities

Fifty percent of teachers responding disagreed/strongly disagreed with the statement that teacher morale had risen in the past two years, 28 percent were undecided, and 22 percent agreed. On a personal level, 44 percent disagreed with the statement that their morale was higher than a year ago, and 20 percent were undecided.

Even though their morale was no higher than in previous years, support and encouragement from principals was received frequently/continuously by 61 percent of the teachers responding. For those teachers who indicated they had mentor teachers, 55 percent of the younger teachers indicated they had adequate support frequently or continuously.

Morale was not rising, but many teachers indicated they were receiving support and encouragement from their principals and mentor teachers. The questions about the teachers' view of the future in teaching indicate 33 percent of females agree/strongly agree that there is a bright future for them, but 45 percent are unsure. Only 5 percent of males agree/strongly agree, and 92 percent are unsure. The younger teachers see a brighter future for themselves than do teachers in the over 40 age bracket.

Yet when it comes to being encouraged by opportunities for advancement, only 22 percent agreed, and 38 percent were unsure of the opportunities in the Atlanta Public Schools. Viewed by age in every category except the 20-35 age group, the disagree/strongly disagree group was much larger than the agree/strongly agree group concerning opportunities; that is, teachers disagreed with the statement that they were encouraged by opportunities for advancement in the Atlanta Public Schools.

Pupil Performance

Teachers indicated positively that they believed they had higher expectations for student performance than two years ago, and they believed students had increased their belief in their ability to learn. They also agreed that higher expectations lead to higher student performance. When asked if CLO's helped students focus on what they should learn, 47 percent agreed/strongly agreed, 30 percent disagreed/strongly disagreed, and 30 percent were undecided about the value of CLO's in relation to students. In every age group more teachers agreed than disagreed with the statement that CLO's help students focus on learning. Teachers were not as strong in believing that CLO's helped them organize their teaching more effectively. In fact, in the 26-30 and 41-45 age groups, 46 percent disagreed/strongly disagreed with the statement, while in the other age groups, 10 percentage points or less separated the agreeing from the disagreeing teachers.

Teachers see expectations as leading to better performance and thought CLO's may help students focus on what they should learn. The group responding were not overwhelmingly sold on the idea that CLO's helped them organize their teaching more effectively.

Do teachers receive intangible rewards which make them enthusiastic about their jobs? Sixty-one percent say they frequently/continuously receive those rewards, while 37 percent say rarely or occasionally, and only 2 percent say they never receive intangible rewards. With the morale levels low and 61 percent of the teachers responding that they do receive intangible rewards, 50 percent of the respondents indicate they would still become a teacher, and another 28 percent rarely and occasionally feel the same way. Twenty-one percent of the 1,487 respondents or 312 teachers indicated they never would do it all over, that is, choose to be a teacher.

What might make these 312 feel so strongly? When asked about supplies, only 7 percent (105 teachers) indicated they never felt they had adequate supplies and materials for effective classroom instruction. Ten percent (151) of the teachers on another similar question indicated that supplies were not adequate for them to teach effectively. Broken into elementary (12 percent), middle (8 percent) and high (6 percent), elementary teachers most frequently answer negatively to the question.

Student discipline is a problem teachers deal with each day. In order to do their instructional job, there must be order in the school. Only 24 percent of all teachers agreed that discipline had improved in the past year. In trying to identify what teachers were referring to when they talked about discipline, two questions were formulated relating to disrespect toward teachers -- in the classroom and in the halls. One and one-half times more teachers agreed/strongly agreed that there is disrespect towards teachers in the classroom than in the halls. Sixty-one percent or 915 respondents agreed/strongly agreed. When separated into grade levels, 68 percent of middle school teachers said disrespect in the classroom was a problem as compared to 50 percent for elementary teachers and 47 percent for high school teachers.

The overall school climate has an effect upon teachers' attitudes. While there may be very low numbers of actual "burn out" cases, as measured by the instrument, less than one-third of all teachers agree/strongly agree that they have a voice in decisions affecting their jobs. About two-thirds of the respondents believe there are clear educational goals. Teachers' performance is recognized more often in elementary and high schools than in middle schools, and teachers believe facilities are maintained better there than in middle schools. In middle schools, where teamwork is stressed through the cluster concept, only 59 percent of middle school respondents agreed/strongly agreed that there was a sense of teamwork in middle schools, while 69 percent of elementary and 69 percent of high school respondents agreed/strongly agreed.

Teacher Outlooks

This paper has presented data in assorted formats. Each question can be subdivided into age, gender, years teaching, elementary, middle, and high schools, as well as by areas and system total.

The questions on teaching climate are reflective of all teachers in elementary, middle, and high schools. Unexamined are the same data by gender, age, and number of years teaching.

The topics covered are so broad that one or two sentences cannot begin to summarize the findings. We know from responses that morale has not risen in two years, that one-third of females responding see a bright future in teaching, but 40

percent of females disagree as to the opportunities for advancement in APS. More teachers disagreed with the statement about improvement in discipline than agreed. Teachers enumerated discipline problems exactly as they found them following on the strong response that discipline is a problem in the classroom (61 percent). Disrespect toward teachers is seen as a problem in 50 percent of elementary schools, 68 percent of middle schools, and 47 percent of high schools. When asked to be specific as to how disrespect was shown, teachers were quite specific as could be seen in the short answer responses.

Twenty one percent of the teachers responding indicated that they never felt that if they had it to do over again that they would be teachers. This is one-fifth or 314 of the teachers. One can only wonder about the effectiveness in the classroom and the enthusiasm found in their classroom.

Encouraging responses show that 61 percent of the respondents frequently or continuously receive tangible rewards from teaching which make them enthusiastic about their job. Half of the respondents would choose to be a teacher if they had to do it all over. While on the job, many teachers (61 percent) frequently or continuously help students with nonacademic problems. Further, 61 percent of the respondents receive support and encouragement from their principals. Only a small portion of the respondents appear to be burned out or on the road to burnout.

Viewed through Maslow's hierarchy of needs, many teachers receive security and reassurance, find supervisors helpful and flexible, receive recognition of their efforts and performance, and share in decision making in their school setting. The teachers' lives include opportunities to be involved in the nonacademic problems of their students. A majority of teachers in APS appear to be in a mode of self-actualization and receive adequate rewards which enhances their enthusiasm for the job of teaching.

A follow-up questionnaire in May 1991 would be an appropriate check on the 1990-91 school year

This report has taken a great deal of data provided by teachers in a very busy time in the school year and attempted to find meaning in the responses. Further work needs to be done to examine the relationships of the data with the various entities in the school system. Thanks go to the teachers who took the time to complete the questionnaire with the belief that they could provide meaningful information to help make teaching more rewarding and more beneficial for their students. This report is not exhaustive, rather a beginning look at what the teachers are telling us about their perceptions of life in the Atlanta Public Schools.

REFERENCES

Anrig, Gregory. "Teachers Need Recognition, Support, Autonomy in the Classroom." Interview in Education Daily. January 23, 1987. p.6.

American Association of School Administrators, AASA Critical Issues Report, Building Morale . . . Motivating Staff: Problems and Solutions. Sacramento, CA.: American Association of School Administrators (AASA), 1983.

Byrn, Barbara M. and Hall, Lisa M. "An Investigation of the Factors Contributing to Teacher Burnout: The Elementary, Intermediate, Secondary, and Post Secondary School Environment" Paper presented at the Annual Meeting of the American Educational Research Association, March 1989.

Common, Dianne L. "Power: The Missing Concept in the Dominant Model of School Change." Theory Into Practice. Vol. 22, No. 3, 1983. pp. 203-210.

Cummings, Jim. "Empowering Minority Students: A Framework for Intervention." Harvard Educational Review, Vol. 56, No. 1, 1986, pp. 18-35.

Duke, Daniel L. Teaching -- The Imperiled Profession. Albany: State University of New York Press, 1984.

Dunn, R. and Dunn, K. Teaching Students Through Their Individual Learning Styles: A Practical Approach. Reston: Reston Publishing, 1978.

Dunn, Rita and Griggs, S. Learning Styles: Quiet Revolution in American Secondary Schools. Reston: National Association of Secondary School Principals, 1988.

Dunn, R. and Dunn, K. Practical Approaches to Individualizing Instruction: Contracts and Other Effective Teaching Strategies. West Nyack, NY: Parker Publishing Co., Inc., 1972.

Farber, Barry A., "Stress & Burnout: Implications for Teacher Motivation" Journal of Educational Research, Vol. 77, No. 6, July 1984, pp. 325-331.

Farber, Barry A., "Teacher Burnout: Assumptions, Myths, and Issues." *Teachers College Record*, Vol. 86, pp. 321-338, Winter 1984.

Farber, Barry A. "Teacher Burnout: Assumptions, Myths, and Issues." Spencer Foundation: Chicago, Illinois. Paper presented at the American Psychological Association Annual Meeting, Washington, D. C., 1982.

Farber, Barry A. "Teacher Burnout in Urban Schools: A Summary." Unpublished paper, 1983.

Farber, Barry A. and Miller J. "Teacher Burnout: A Psychoeducational Perspective." Teachers College Record. Winter, 1981.

Gold, Ivonne, "Recognizing and Coping with Academic Burnout. Contemporary Education, Vol. 59, No. 3, Spring 1988, pp. 142-45.

Hendrickson, B. "Teacher Burnout: How to Recognize It; What To Do About It. Learning, Vol. 7 (1979), pp. 37-39.

Hock, Roger R., "Professional Burnout Among High School Teachers." Public Personnel Management, Vol. 17, No. 2, Summer 1988, pp. 167-189.

Iwanicki, Edward F. and Schwab, Richard L., "A Cross Validation Study of the Maslach Burnout Inventory," Educational and Psychological Measurement, Vol. 4, No. 4, 1981, pp. 1167-1174.

Kreis, Kathleen, The Relationship Between Job Satisfaction and Needs Fulfillment Among Urban High School Teachers. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Quebec, Canada, 1983. ERIC Document Reproduction Service No. ED230656.

Leslie, Kathy. "Administrators Must Consider and Improve Teacher Satisfaction: NASSP Bulletin, Vol. 73, No. 513, January 1989, pp. 19-22.

Lieberman, Ann. "Collaborative Work: Working With, Not Working On . . . ." Educational Leadership. Feb. 1986, p. 408.

Maeroff, Gene I. The Empowerment of Teachers: Overcoming the Crisis of Confidence. New York: Teachers College Press, 1988.

Malanowski, James R.,"A Study of Relationships Among Burnout (Stress), Personal Orientation, and Demographic Variables of Teachers" Unpublished doctoral dissertation, Bowling Green State University, 1981.

Maslach, Christina and Jackson, S. E. "The Measurement of Experienced Burnout." Journal of Occupational Behavior, Vol. 2, 1981, pp. 99-113.

Mills, James M. Coping With Stress: A Guide to Living. New York: John Wiley & Sons, Inc., 1982.

Pelsma, Dennis M. "The Quality of Teacher Work Life Survey: A Measure of Teacher Stress and Job Satisfaction." Measurement and Evaluation in Counseling and Development. Vol. 21, No. 4, January 1989, pp. 165-76, Eric Document Reproduction Service No. EJ390302.

Pines, Ayala and Aronson, E. Career Burnout Causes and Cures. New York: The Free Press, 1988.

Pines, A., Kafry, D., and Etzion, D. "Job Stress from a Cross Cultural Perspective." In K. Reid (ed.), Burnout and the Helping Professions. Kalamazoo: Michigan University Press, 1980.

Rothberg, Robert A. "Dealing with Problems of Teacher Isolation." University of Central Florida, Orlando 32816 Eric Document Reproduction Service No. ED280819.

Sarros, James C. and Sarros, Anne M. "Predictors of Burnout Among School Teachers." Journal of Educational Administration, Vol. 25, No. 2, 1987, pp. 216-30.

Schwab, Richard L., "Burnout in Education" in Maslach, Christina, and Jackson, Susan E., Maslach Burnout Inventory Manual, second edition, Palo Alto, CA: Consulting Psychologists Press, 1986.

Schwab, Richard L. and Iwanicki, Edward F. "Who Are Our Burned Out Teachers?" Educational Research Quarterly, Vol. 7, No. 2, Summer 1982, pp. 5-16.

Shaffer, Robert H. "Job Satisfaction as Related to Needs Satisfaction in Work. "Psychological Monographs: General and Applied, Vol. 67, No. 14, 1953.

Sizer, Theodore R. Horace's Compromise: The Dilemma of the American High School. Boston: Houghton Mifflin, 1984.

Vroom, Victor H. Work and Motivation. New York: John Wiley & Sons, Inc., 1964.

APPENDIX 1

RESPONSES TO QUESTIONS -- BY TOTAL GROUP

TABLE 1

RESULTS -- TEACHER OPINIONNAIRE
TOTAL SYSTEM

Questions	Never		Rarely		Occasionally		Frequently		Continuously	
	N	%	N	%	N	%	N	%	N	%
9. I feel part of a hard-working team as I teach.	37	2	78	5	283	19	489	32	628	41
10. I feel good about my students' performance on learning tasks.	14	1	66	4	401	27	726	48	306	20
11. I feel satisfied with teachers' standing in today's society.	249	16	654	43	426	28	143	9	53	3
12. I feel emotionally drained from my work.	41	3	163	11	589	39	469	31	263	17
13. The more experienced teachers in my school help me to be more effective in my classroom instruction.	192	13	393	26	499	34	259	17	145	10
14. I have been able to communicate with decision makers in my school.	75	5	247	16	454	30	469	31	273	18
15. I have been able to communicate with decision makers in the school system.	351	23	526	35	415	27	151	10	73	5
16. I feel used up at the end of the workday.	58	4	177	12	491	32	442	29	351	23
17. I often help students with non-academic problems.	9	1	83	5	500	33	534	35	396	26
18. I have felt personally involved with my students' problems.	23	2	144	9	560	37	528	35	267	18
19. I feel fatigued when I get up in the morning and have to face another day on the job.	142	9	474	31	548	36	230	15	127	8
20. I can easily understand how my students feel about things.	10	1	46	3	476	31	762	50	224	15
21. I feel emotionally distant from some students.	376	25	621	41	409	27	97	6	17	1
22. I know exactly who to go to for help when I have classroom problems.	52	3	170	11	333	22	490	33	458	30
23. Working with people all day is really a strain for me.	496	33	573	38	336	22	83	5	27	2
24. I deal very effectively with the problems of my students.	11	1	31	2	296	20	741	49	436	29
25. I can easily create a relaxed atmosphere with my students.	10	1	34	2	214	14	678	45	582	38
26. I feel burned out from my work.	147	10	336	22	555	37	289	19	191	13
27. I feel I am positively influencing other people's lives through my work.	18	1	48	3	280	18	543	36	630	41
28. I have become more callous toward students since I took this job.	548	38	411	28	303	21	144	10	49	3
29. I worry that this job is hardening me emotionally.	505	34	423	28	362	24	149	10	68	5

R&E/LAF:bl
7/2/90
#4453

BEST COPY AVAILABLE

TABLE 1 (Continued)

RESULTS -- TEACHER OPINIONNAIRE
TOTAL SYSTEM

Questions	Never		Rarely		Occasionally		Frequently		Continuously	
	N	%	N	%	N	%	N	%	N	%
30. I feel very energetic.	32	2	128	9	472	32	629	42	228	15
31. I feel frustrated by my job.	174	11	378	25	624	41	240	16	98	6
32. I feel I am working too hard on my job.	161	11	318	21	596	39	293	19	154	10
33. I have accomplished many worthwhile things in this job.	17	1	46	3	286	19	703	46	467	31
34. I do not really care what happens to some students.	1,113	73	253	17	92	6	37	2	24	2
35. I feel exhilarated after working closely with my students.	55	4	95	6	471	31	582	39	296	20
36. I feel like I am at the end of my rope.	514	34	430	28	394	26	123	8	60	4
37. In my work, I deal with students' emotional problems very calmly.	13	1	48	3	357	24	750	49	350	23
38. I feel students blame me for some of their problems.	635	42	482	32	279	18	92	6	32	2
39. I feel a total commitment to teaching.	35	2	51	3	151	10	423	28	859	57
40. I feel that parents have unjustly blamed me for their children's problems.	507	34	528	35	322	21	105	7	49	3
41. I have rewarding contacts with my colleagues during the work day.	56	4	212	14	508	34	459	30	280	18
42. I sometimes consider changing my career.	371	25	388	26	438	29	207	14	109	7
43. Supplies in my school are adequate for me to teach effectively.	156	10	271	18	410	27	445	29	232	15
44. I have the right kind of supplies to teach my students.	80	5	264	17	437	29	489	32	243	16
45. I have easy access in my school to supplies which I need.	148	10	288	19	385	25	411	27	283	19
46. Teachers help allocate supplies in our school.	278	19	261	18	383	26	344	23	221	15
47. Working with people directly puts too much stress on me.	660	44	596	39	194	13	41	3	19	1
48. I have received support and encouragement from the principal of the school at which I teach.	73	5	166	11	340	22	398	26	537	35
49. I have been upset by the anticipation of being involuntarily transferred to another school.	930	63	303	20	135	9	68	5	50	3
50. I feel more in-service activities would help me adjust to the culture of my students.	420	28	486	32	394	26	118	8	83	6

R&E/LAF bl
7/2/90
#4453

TABLE 1 (Continued)

RESULTS – TEACHER OPINIONNAIRE
TOTAL SYSTEM

Questions	Never		Rarely		Occasionally		Frequently		Continuously	
	N	%	N	%	N	%	N	%	N	%
51. I have found my supplies and materials are adequate for effective classroom instruction.	98	7	228	15	461	31	460	31	260	17
52. I resent the redundancy of paperwork due to requests from staff outside the school.	32	2	109	7	350	23	382	25	640	42
53. I resent the redundancy of paperwork generated within the school.	45	3	196	13	420	28	387	26	459	30
54. I have found I have been able to utilize the teaching techniques which I was taught in my education courses.	56	4	224	15	527	35	435	29	260	17
55. I have felt my teacher training institution adequately prepared me for teaching in an urban school system.	86	6	244	16	402	27	436	29	330	22
56. The intangible rewards of teaching make me enthusiastic about my job.	37	2	110	7	444	30	508	34	398	27
57. If I had to do it all over, I would still choose to be a teacher.	314	21	167	11	258	17	298	20	450	30
58. I have felt that I have received adequate support from my mentor teacher. (Respond only if you have a mentor teacher.)	69	14	64	13	102	20	119	24	152	30

R&E/LAF bl
7/2/90
#4453

TABLE 1 (Continued)

RESULTS – TEACHER OPINIONNAIRE
TOTAL SYSTEM

Questions	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
59. I have higher expectations for students' performance than I had two years ago.	99	7	301	20	267	18	504	34	309	21
60. My students have increased their belief in their ability to learn.	47	3	165	11	361	24	637	43	288	19
61. My access to decision makers in the school system has improved.	222	15	405	27	380	25	381	25	110	7
62. My personal morale is definitely higher than it was a year ago.	238	16	415	28	300	20	367	24	179	12
63. I see a bright future for me in teaching.	154	10	249	17	470	32	402	27	212	14
64. I have been encouraged by the opportunities for advancement in teaching in this school system.	310	21	439	29	319	21	324	22	107	7
65. I believe Curriculum Learning Objectives (CLO's) help students to focus on what they should learn.	196	13	253	17	347	23	542	36	165	11
66. I believe Curriculum Learning Objectives (CLO's) have helped me organize my teaching more effectively.	217	15	324	22	339	23	470	31	145	10
67. Student performance has risen in my school due to the use of Curriculum Learning Objectives (CLO's).	223	15	335	22	598	40	258	17	77	5
68. Discipline has improved in my school during the past year.	373	25	429	29	339	23	283	19	77	5
69. I have been involved in helping establish discipline guidelines in my school.	207	14	382	26	186	12	594	40	127	8
70. The current promotion policy causes increased student dropouts.	117	8	315	21	627	42	280	19	148	10
71. Promoting students who do not meet the promotion criteria and remediating them in the next grade is better for the students than retaining them.	194	13	266	18	480	32	355	24	206	14
72. Students who have been retained and then have met the promotional requirements perform better in a higher grade.	96	6	232	16	673	45	393	26	96	6
73. I know how to contact the Teacher Ombudsman for assistance.	203	14	301	21	228	16	552	38	161	11
74. The Teacher Ombudsman has been active in my school.	335	24	407	29	383	27	234	16	66	5
75. The Teacher Ombudsman position has proved to be a benefit to me as a teacher.	340	24	346	24	473	33	191	13	67	5
76. My horizons have been raised through participation in conferences sponsored by professional organizations.	127	9	252	17	379	26	530	36	189	13
77. I sense that students in my school are learning more than they did previously.	123	8	274	18	472	32	503	34	123	8

TABLE 1 (Continued)

RESULTS – TEACHER OPINIONNAIRE
TOTAL SYSTEM

Questions	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
78. Students in my school respect the right of others to learn and, therefore, classes are rarely disrupted.	349	23	541	36	235	16	325	22	51	3
79. Parents at this school have become more involved in their children's education in the past year.	342	23	454	31	316	21	295	20	75	5
80. Disrespect towards teachers in the halls is a discipline problem in my school.	190	13	450	31	158	11	433	30	203	14
81. Disrespect towards teachers in the classroom is a discipline problem in my school.	159	11	389	26	187	12	537	36	229	15
82. Higher expectations by students in my class have led to improved classroom performance.	51	3	182	12	308	21	737	49	219	15
83. Central staff persons have been available to help me with needs I have identified.	170	12	343	23	360	25	525	36	71	5
84. Area staff persons have been available to help me with needs I have identified.	155	11	244	17	307	21	656	45	112	8
85. There is a sense of teamwork among teachers at my school.	91	6	182	12	229	15	721	48	269	18
86. Parents are involved with their children's education in my school.	206	14	478	32	294	20	406	27	105	7
87. The teachers at my school have an effective voice in important decisions affecting our jobs.	253	17	400	27	353	24	401	27	79	5
88. My school is unified in striving for clear educational goals.	69	5	145	10	268	18	753	50	258	17
89. Teachers in my school are encouraged to try new and creative solutions for existing problems.	84	6	161	11	215	14	772	52	265	18
90. The facilities at my school (buildings, classrooms, furniture, etc.) are adequately maintained.	237	16	352	24	172	12	599	40	125	8
91. Teachers at my school are recognized for exceptional performance.	89	6	239	16	221	15	741	49	207	14
92. My school has effective programs designed to motivate the students.	76	5	225	15	341	23	698	47	153	10
93. I have increased my expectations for teaching urban students successfully.	59	4	127	9	349	24	758	51	183	12
94. I believe teacher morale in my school is very high.	258	17	463	31	348	23	353	24	77	5
95. I believe teacher morale has risen in the past two years.	290	19	461	31	411	28	264	18	62	4

R&E/LAF bl
7/2/90
#4453

BEST COPY AVAILABLE

TABLE 2
MASLACH BURNOUT INVENTORY (MBI)

RESULTS -- TEACHER OPINIONNAIRE

Questions	Never		Rarely		Occasionally		Frequently		Continuously	
	N	%	N	%	N	%	N	%	N	%
Emotional Exhaustion										
12. I feel emotionally drained from my work.	41	3	163	11	589	39	469	31	263	17
16. I feel used up at the end of my workday.	58	4	177	12	491	32	442	29	351	23
19. I feel fatigued when I get up in the morning and have to face another day on the job.	142	9	474	31	548	36	230	15	127	8
23. Working with people all day is really a strain for me.	496	33	573	38	336	22	83	5	27	2
26. I feel emotionally distant from some students.	147	10	336	22	555	37	289	19	191	13
31. I feel frustrated by my job.	174	11	378	25	624	41	240	16	98	6
32. I feel I'm working too hard on my job.	161	11	318	21	596	39	293	19	154	10
36. I feel like I'm at the end of my rope.	514	34	430	28	394	26	123	8	60	4
47. Working with people directly puts too much strain on me.	660	44	596	39	194	13	41	3	19	1
Depersonalization										
21. I feel emotionally distant from some students.	376	25	621	41	409	27	97	6	17	1
28. I've become more callous toward students since I took this job.	548	38	411	28	303	21	144	10	49	3
29. I worry that this job is hardening me emotionally.	505	34	423	28	362	24	149	10	68	5
34. I don't really care what happens to some students.	1,113	73	253	17	92	6	37	2	24	2
38. I feel students blame me for some of their problems.	635	42	482	32	279	18	92	6	32	2
Personal Accomplishment										
20. I can easily understand how my students feel about things.	10	1	46	3	476	31	762	50	224	15
24. I deal very effectively with the problems of my students.	11	1	31	2	296	20	741	49	436	29
25. I can easily create a relaxed atmosphere with my students.	10	1	34	2	214	14	678	45	582	38
27. I feel I'm positively influencing other people's lives through my work.	18	1	48	3	280	18	543	36	630	41
30. I feel very energetic.	32	2	128	9	472	32	629	42	228	15
33. I have accomplished many worthwhile things in this job.	17	1	46	3	286	19	703	46	467	31
35. I feel exhilerated after working closely with my students.	55	4	95	6	471	31	582	39	296	20
37. In my work, I deal with students' emotional problems very calmly.	13	1	48	3	357	24	750	49	350	23

TABLE 3
TEACHING CLIMATE AND PERSONNEL QUESTIONS

RESULTS – TEACHER OPINIONNAIRE

Questions	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Teaching Climate										
85 There is a sense of teamwork among teachers at my school.	91	6	182	12	229	15	721	48	269	18
86 Parents are involved with their children's education at my school.	206	14	478	32	294	20	406	27	105	7
87 The teachers at my school have an effective voice in important decisions affecting our jobs.	253	17	400	27	353	24	401	27	79	5
88 My school is unified in striving for clear educational goals.	69	5	145	10	268	18	753	50	258	17
89 Teachers in my school are encouraged to try new and creative solutions for existing problems.	84	6	161	11	215	14	772	52	265	18
90 The facilities at my school (buildings, classrooms, furniture, etc.) are adequately maintained.	237	16	352	24	172	12	599	40	125	8
91 Teachers at my school are recognized for exceptional performance.	89	6	239	16	221	15	741	49	207	14
92 My school has effective programs designed to motivate the students.	76	5	225	15	341	23	698	47	153	10

Questions	Never		Rarely		Occasionally		Frequently		Continuously	
	N	%	N	%	N	%	N	%	N	%
48 I have received support and encouragement from the principal of the school at which I teach.	73	5	166	11	340	22	398	26	537	35
49 I have been upset by the anticipation of being involuntarily transferred to another school.	930	63	303	20	135	9	68	5	50	3
50 I feel more in-service activities would help me adjust to the culture of my students.	420	28	486	32	394	26	118	8	83	6

R&E/LAF:bl
7/2/90
#4453

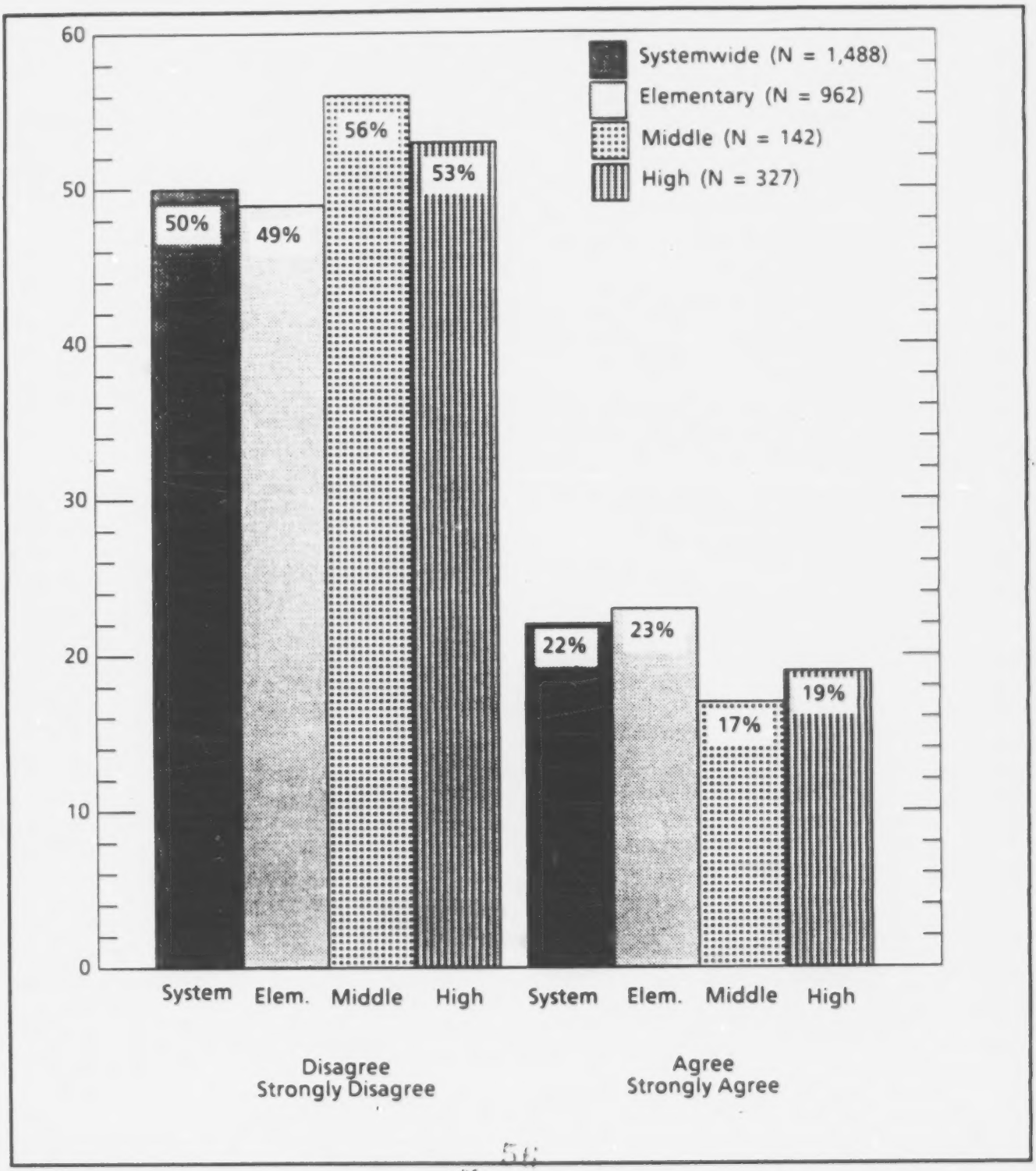
APPENDIX 2

GRAPHS 1-37

GRAPH 1

TEACHER MORALE
SYSTEMWIDE AND ALL ELEMENTARY, MIDDLE, AND HIGH SCHOOL RESPONSES

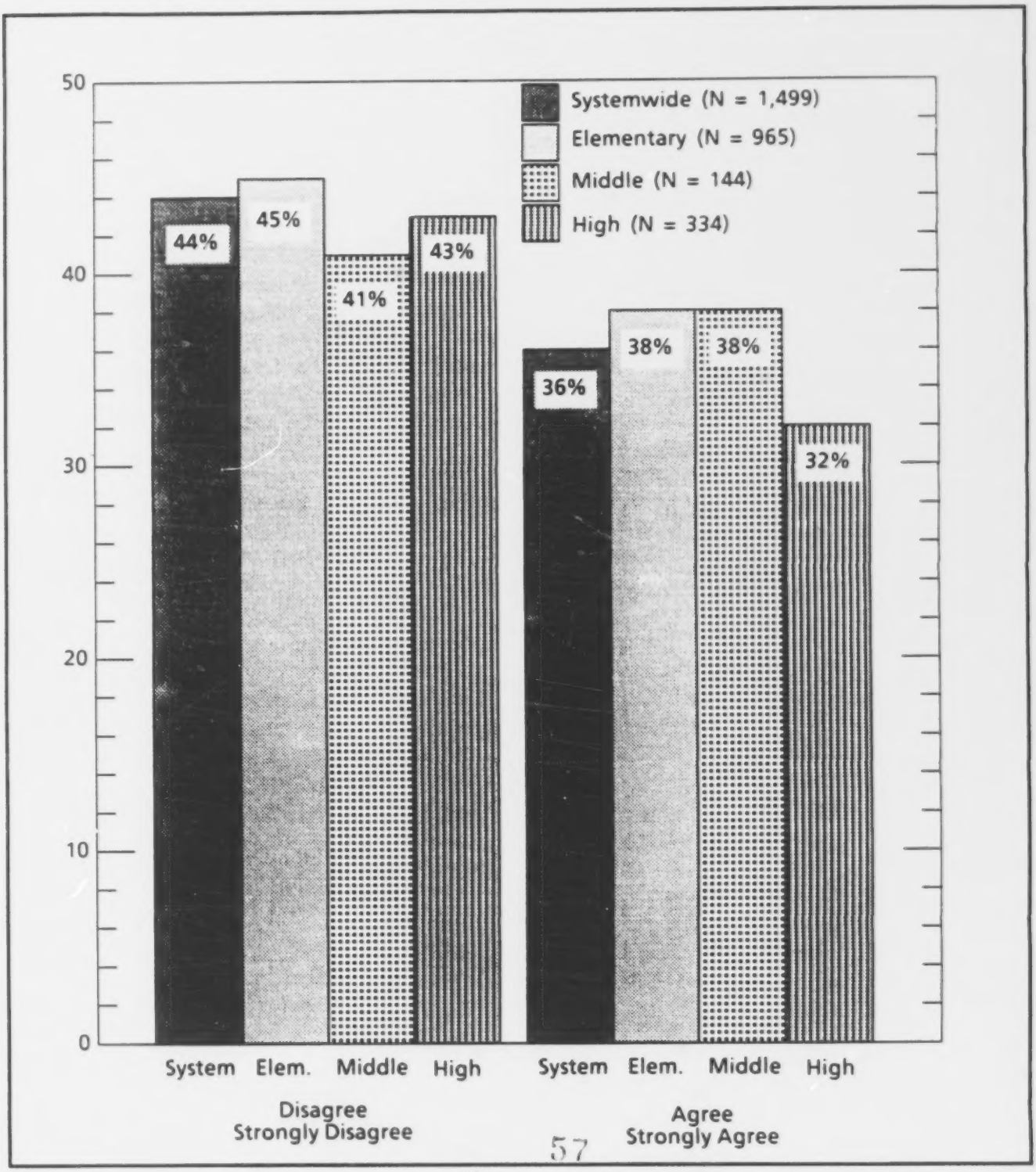
95. I believe teacher morale has risen in the past two years.



GRAPH 2

PERSONAL MORALE
SYSTEMWIDE AND ALL ELEMENTARY, MIDDLE, AND HIGH SCHOOL RESPONSES

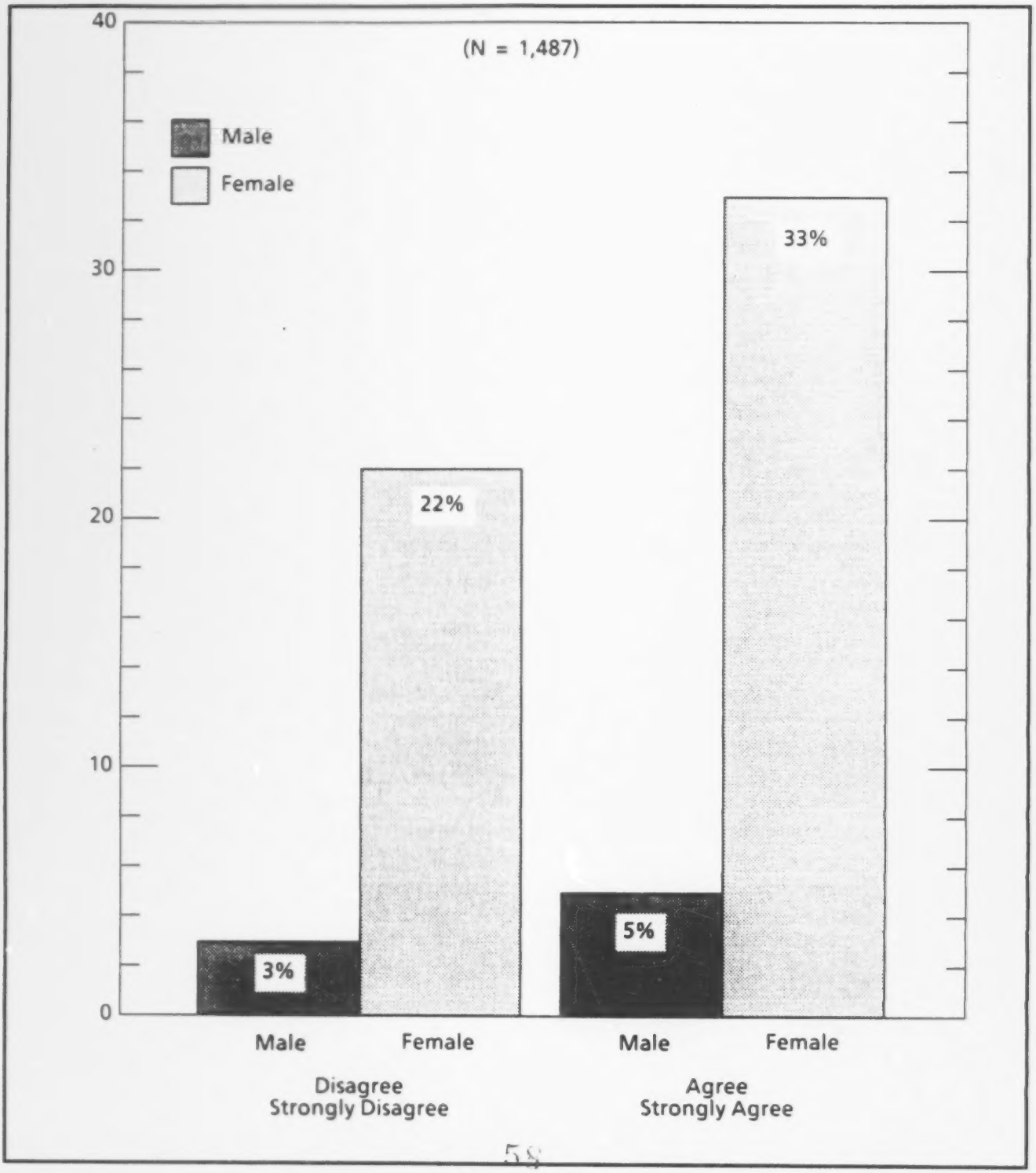
62. My personal morale is definitely higher than it was a year ago.



GRAPH 3

SYSTEMWIDE VIEW OF THE FUTURE PERCENTAGE OF RESPONDENTS BY SEX REPORTED BY THOSE WHO PROVIDED DEMOGRAPHIC DATA

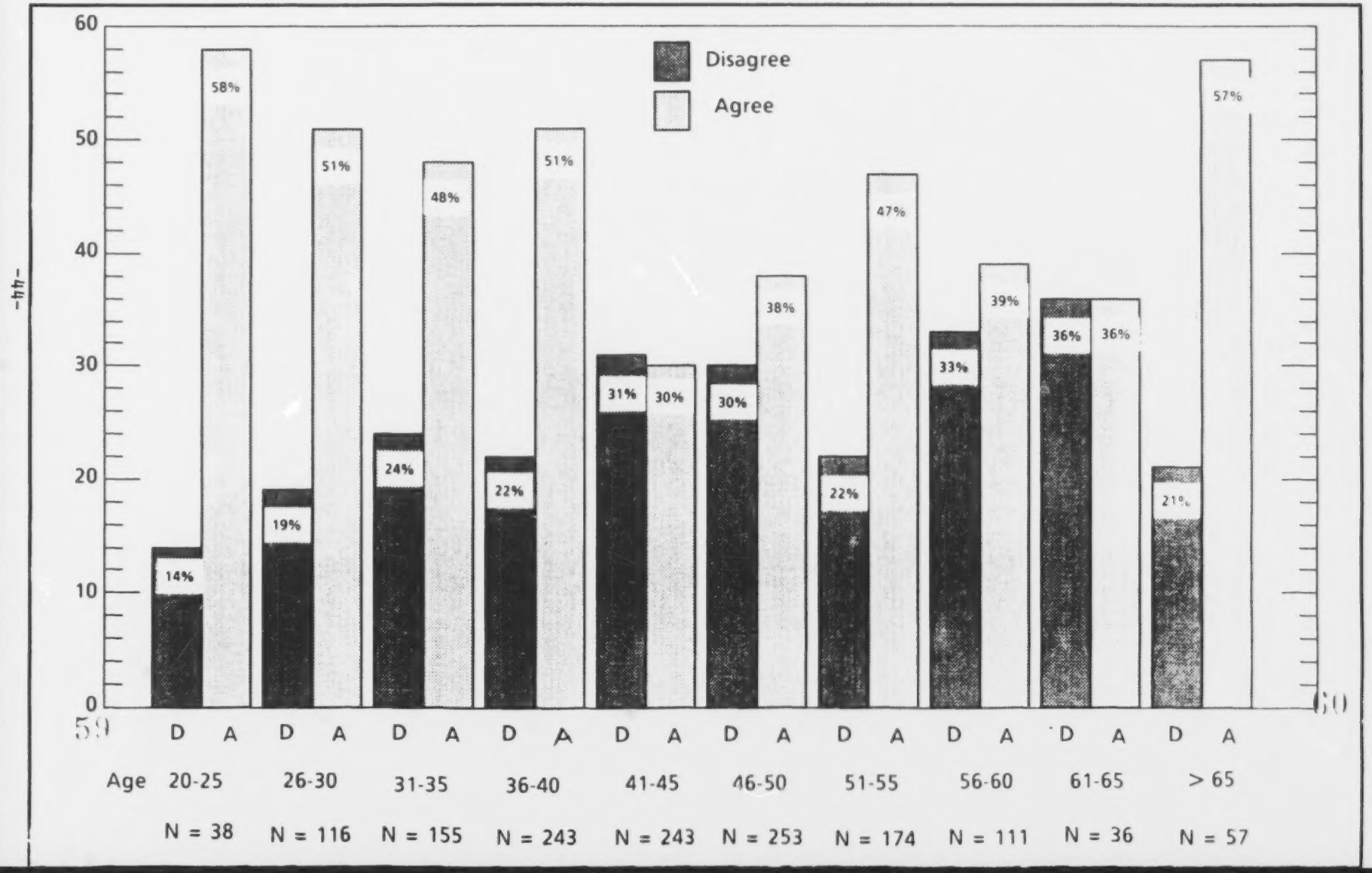
63. I see a bright future for me in teaching.



GRAPH 4

SYSTEMWIDE VIEW OF THE FUTURE
PERCENT RESPONDING BY AGE

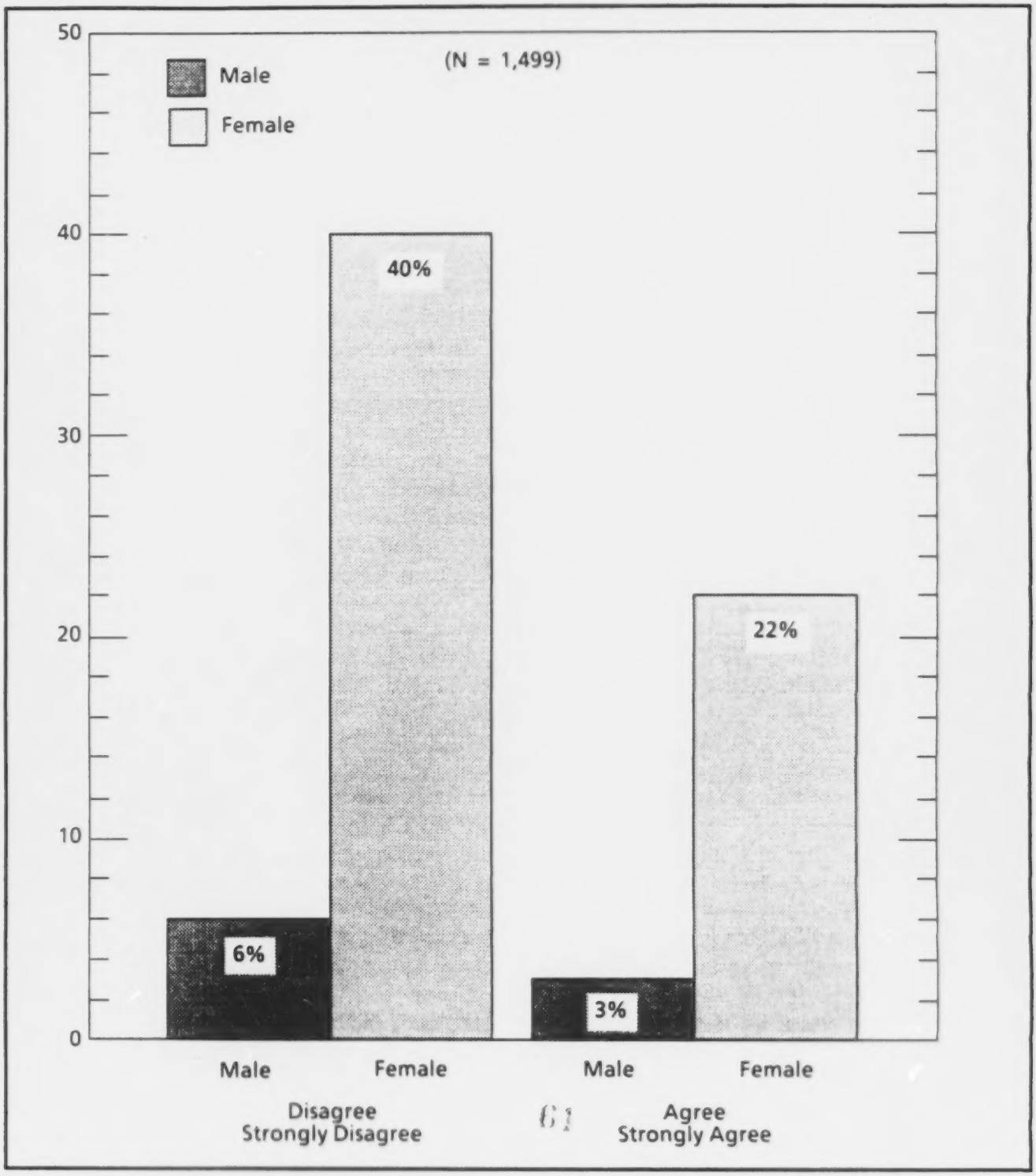
63. I see a bright future for me in teaching.



GRAPH 5

SYSTEMWIDE VIEW OF THE FUTURE PERCENTAGE OF RESPONDENTS BY SEX REPORTED BY THOSE WHO PROVIDED DEMOGRAPHIC DATA

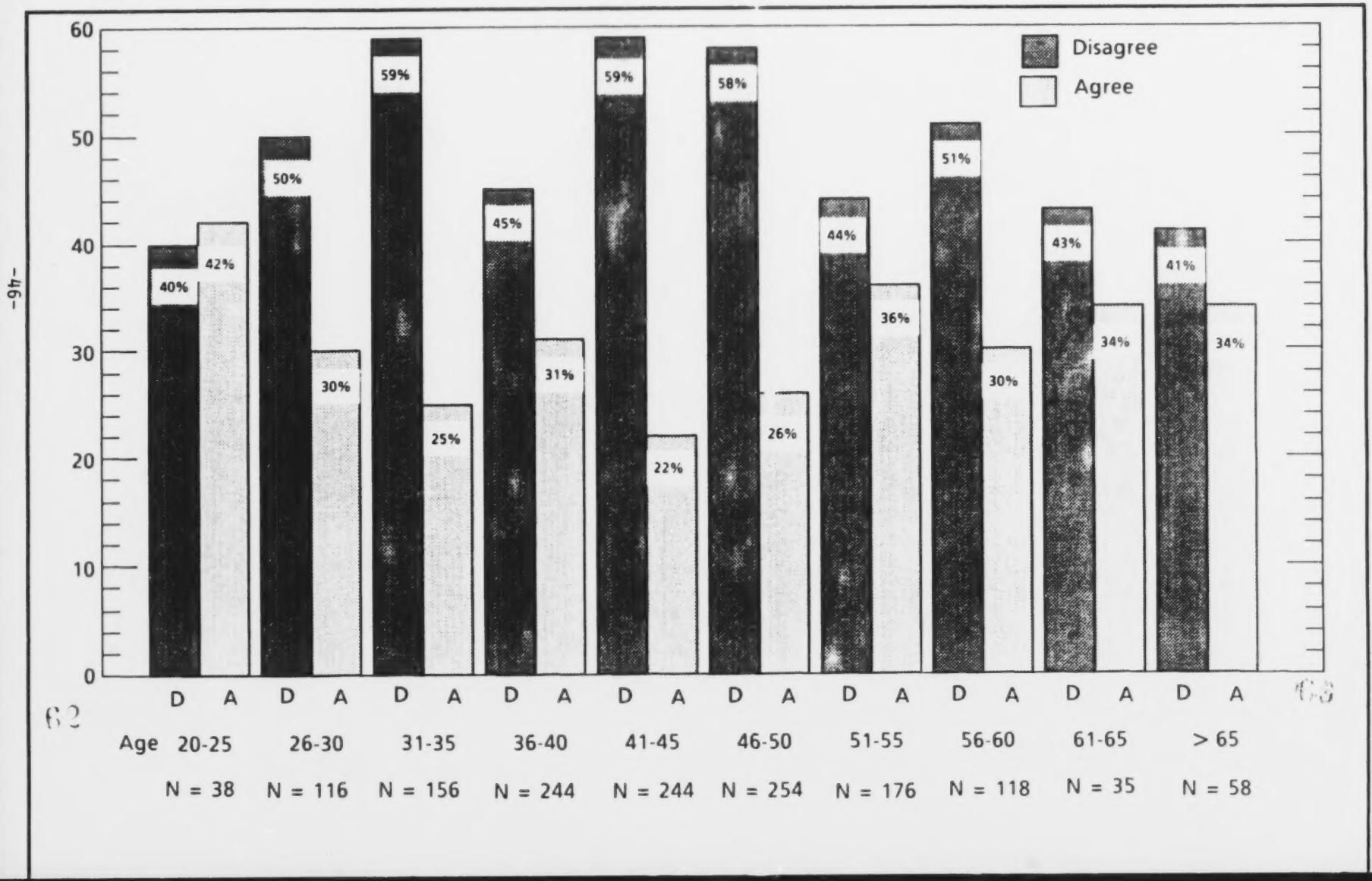
64. I have been encouraged by the opportunities for advancement in teaching in this school system.



GRAPH 6

SYSTEMWIDE VIEW OF THE FUTURE
PERCENT RESPONDING BY AGE

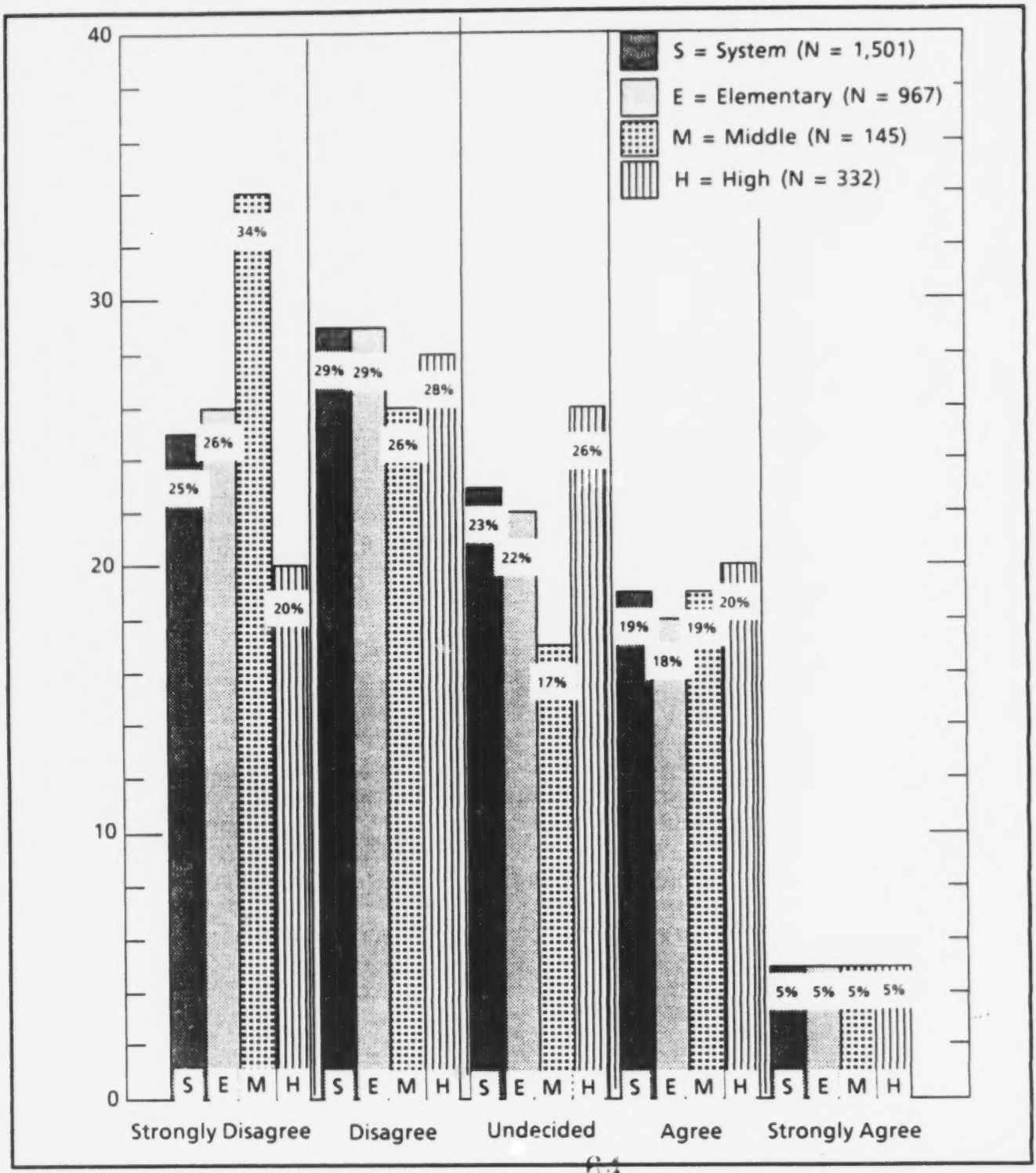
64. I have been encouraged by the opportunities for advancement in teaching in this school system.



GRAPH 7

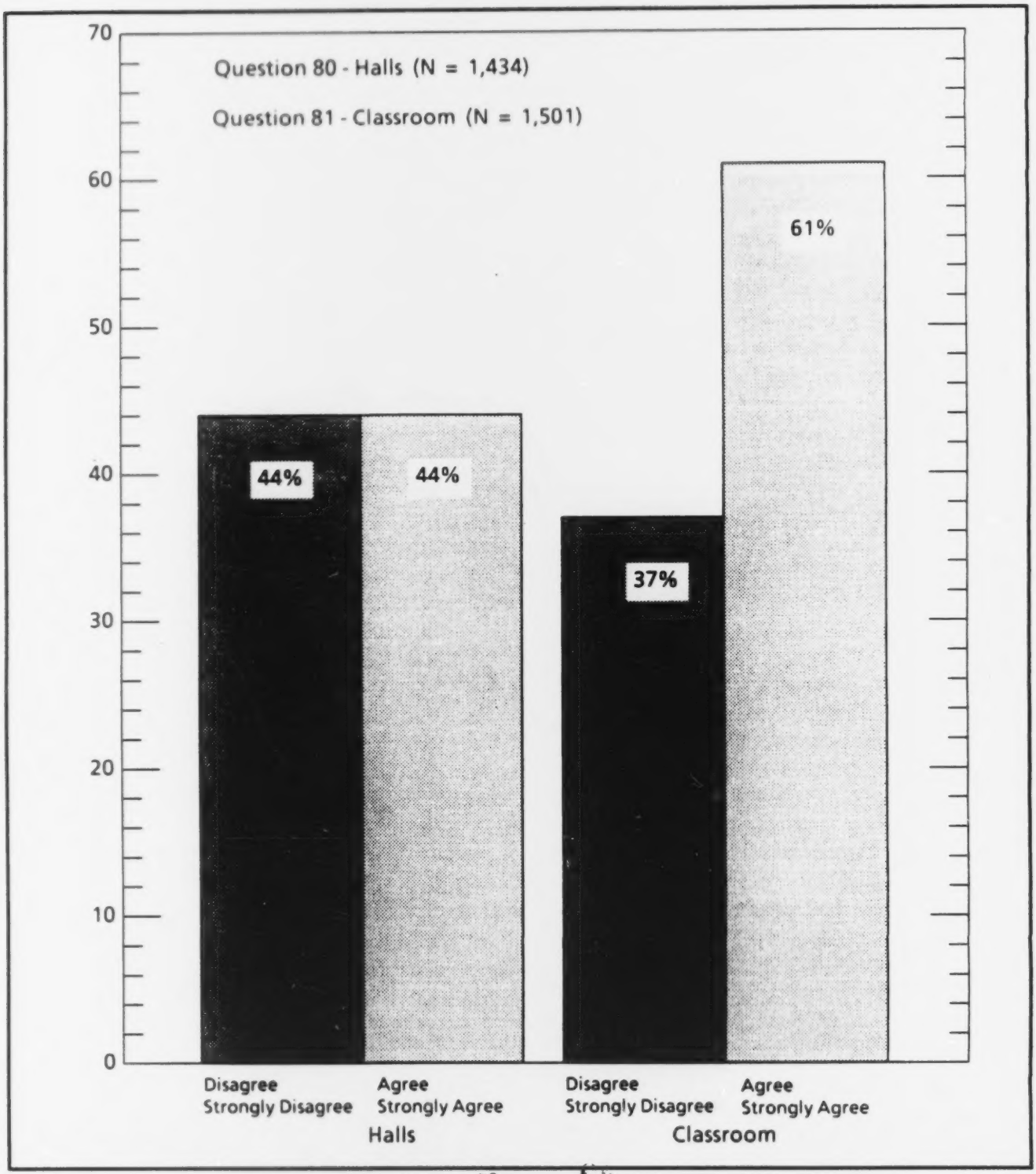
DISCIPLINE
SYSTEMWIDE
ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

68. Discipline has improved in my school during the past year.



GRAPH 8
DISRESPECT TOWARDS TEACHERS IN HALLS AND CLASSROOMS

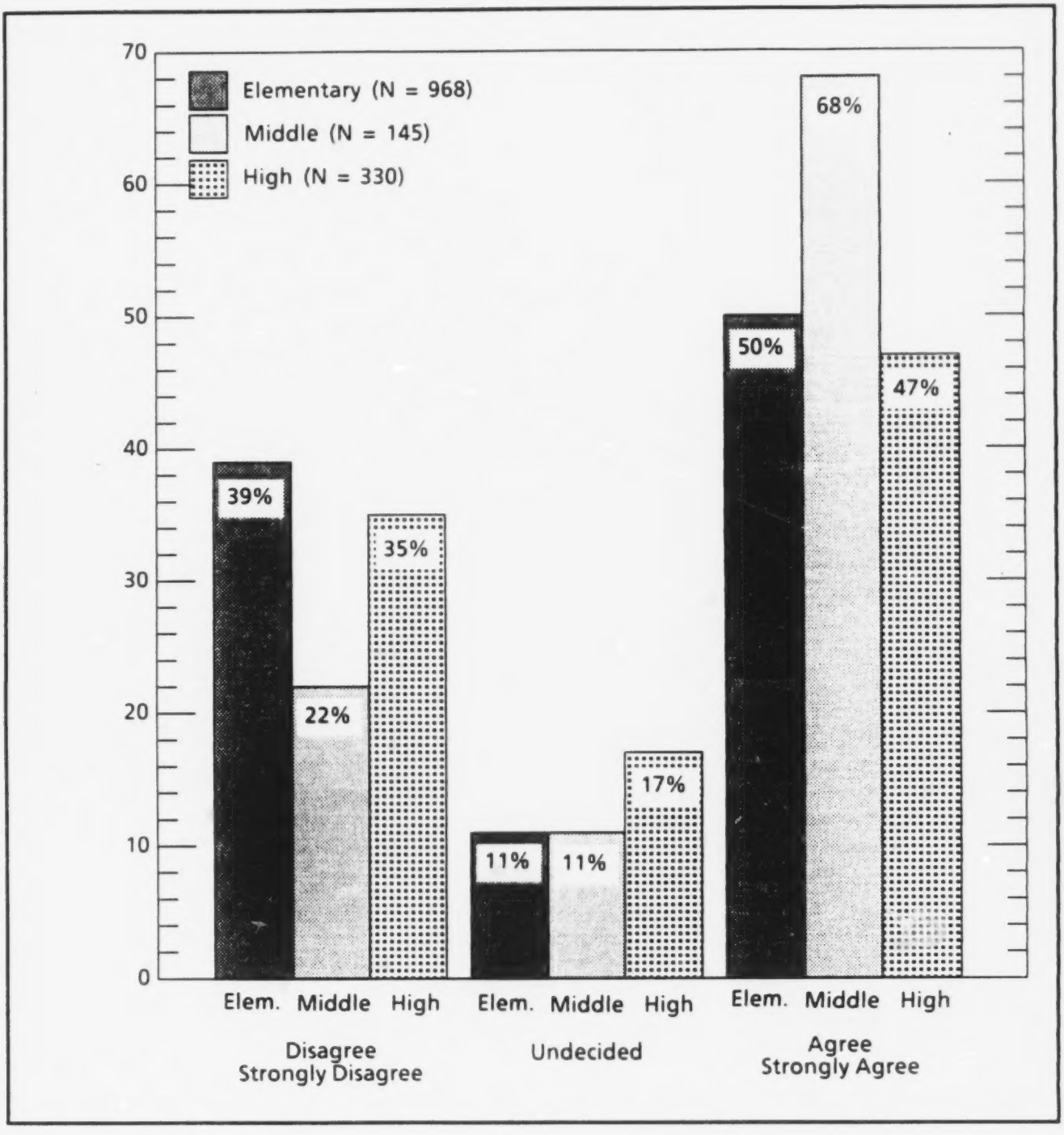
80. Disrespect towards teachers in the halls is a discipline problem in my school.
81. Disrespect towards teachers in the classroom is a discipline problem in my school.



GRAPH 9

DISRESPECT TOWARD TEACHERS SYSTEMWIDE

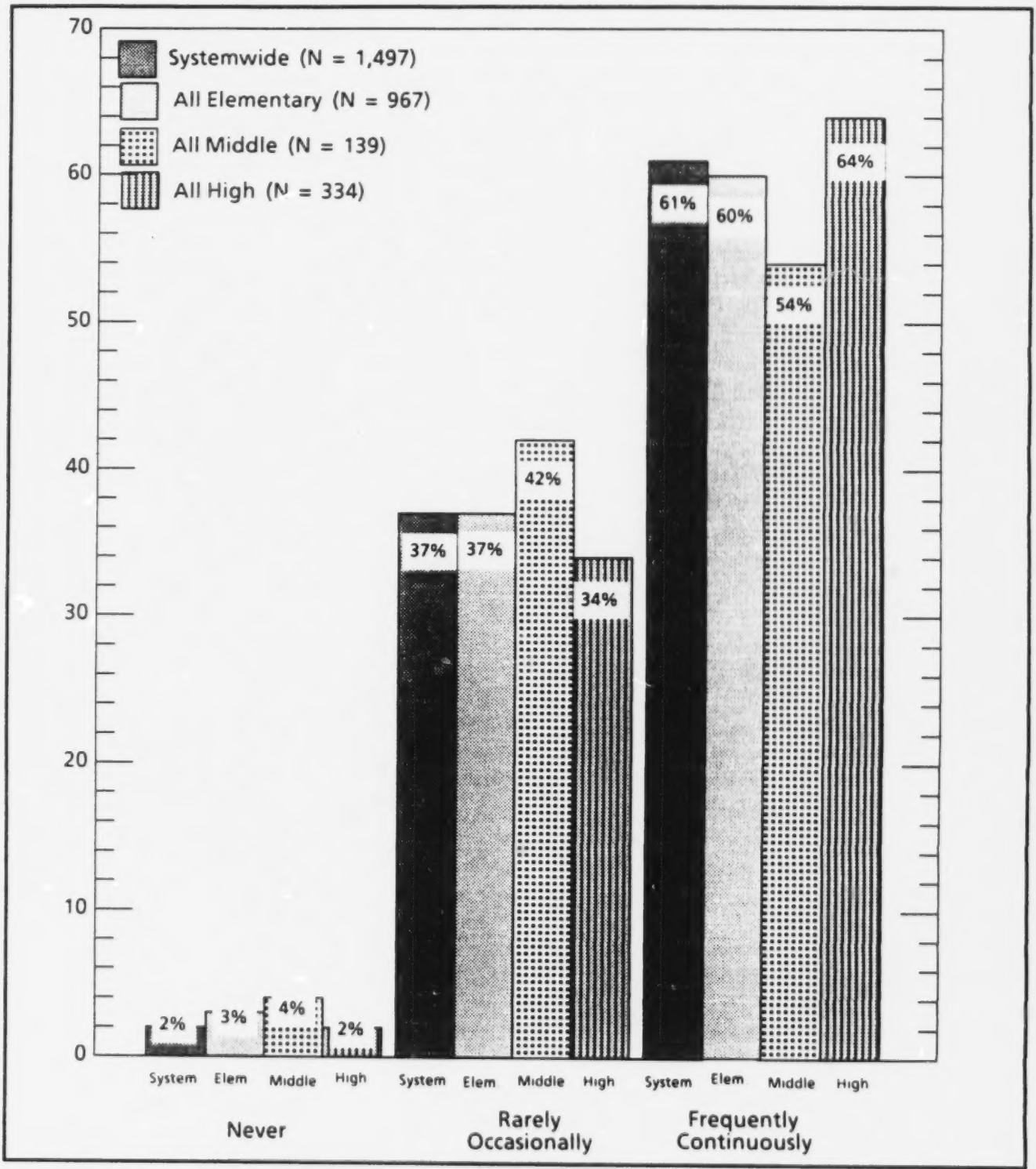
81. Disrespect towards teachers in the classroom is a discipline problem in my school.



GRAPH 10

TEACHING REWARDS
SYSTEMWIDE AND ALL ELEMENTARY, MIDDLE, AND HIGH SCHOOL RESPONSES

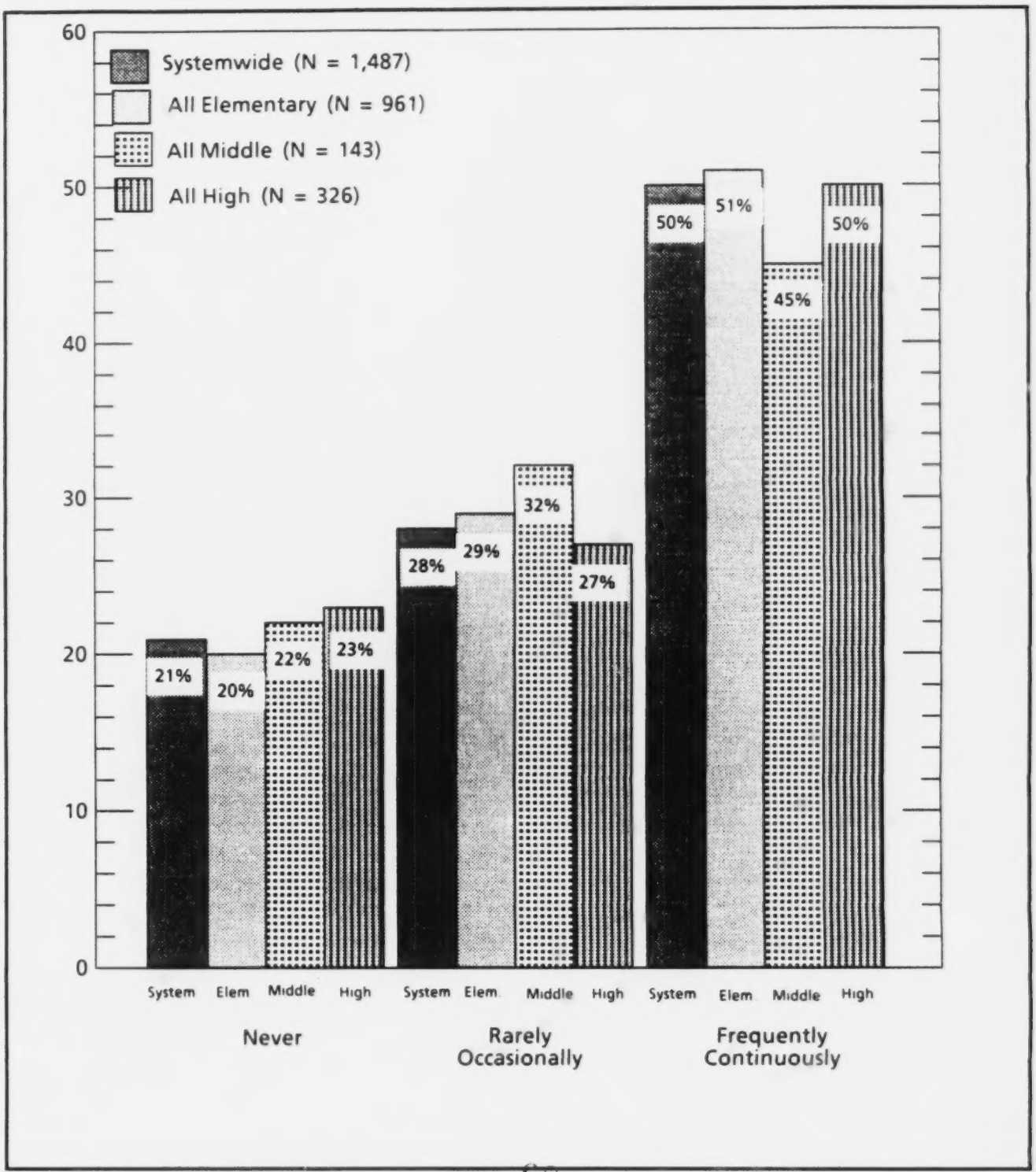
56. The intangible rewards of teaching make me enthusiastic about my job.



GRAPH 11

TEACHING CAREER
SYSTEMWIDE AND ALL ELEMENTARY, MIDDLE, AND HIGH SCHOOL RESPONSES

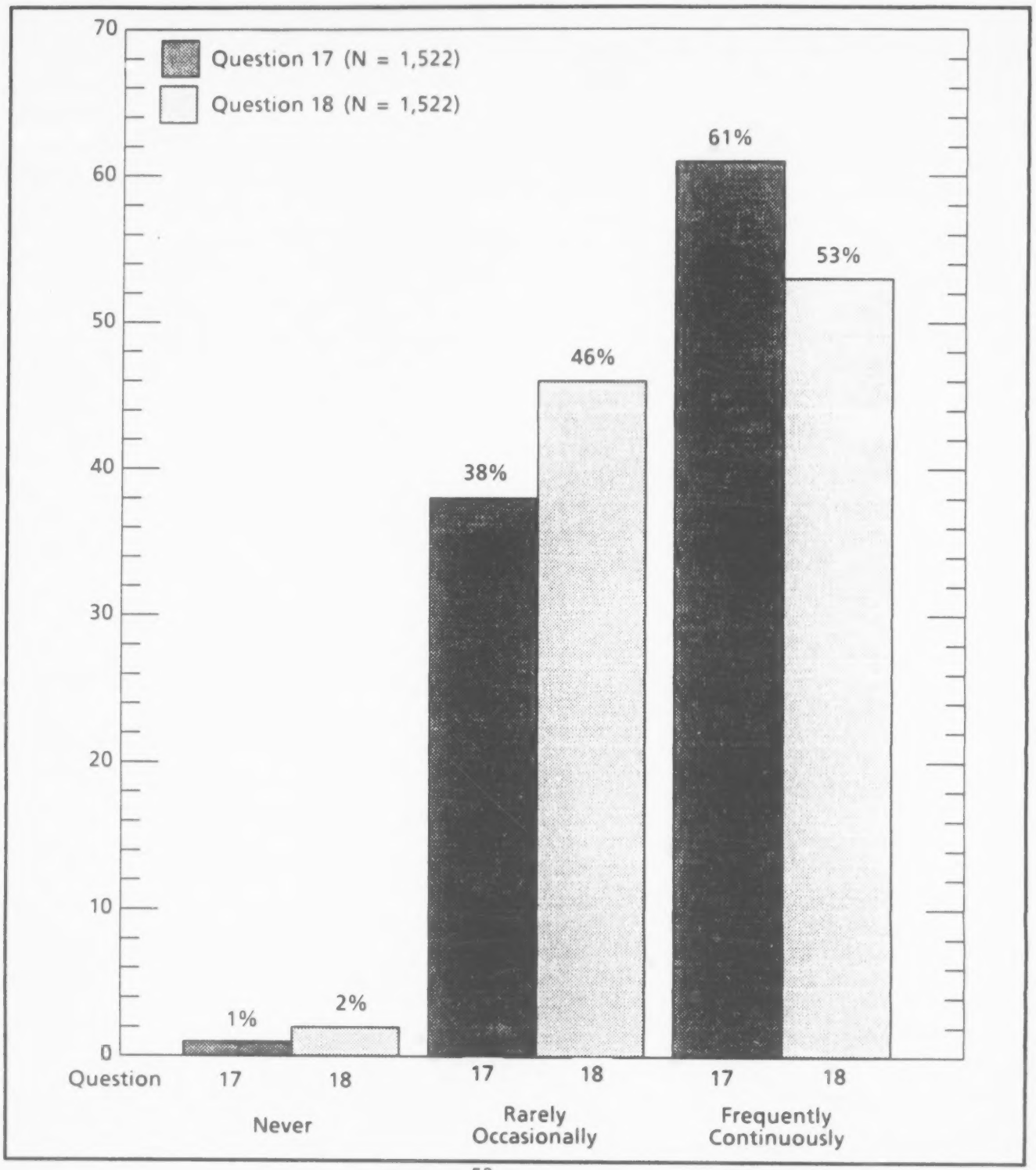
57. If I had to do it all over, I would still choose to be a teacher.



GRAPH 12

TEACHERS' VIEW OF HELPING STUDENTS SYSTEMWIDE

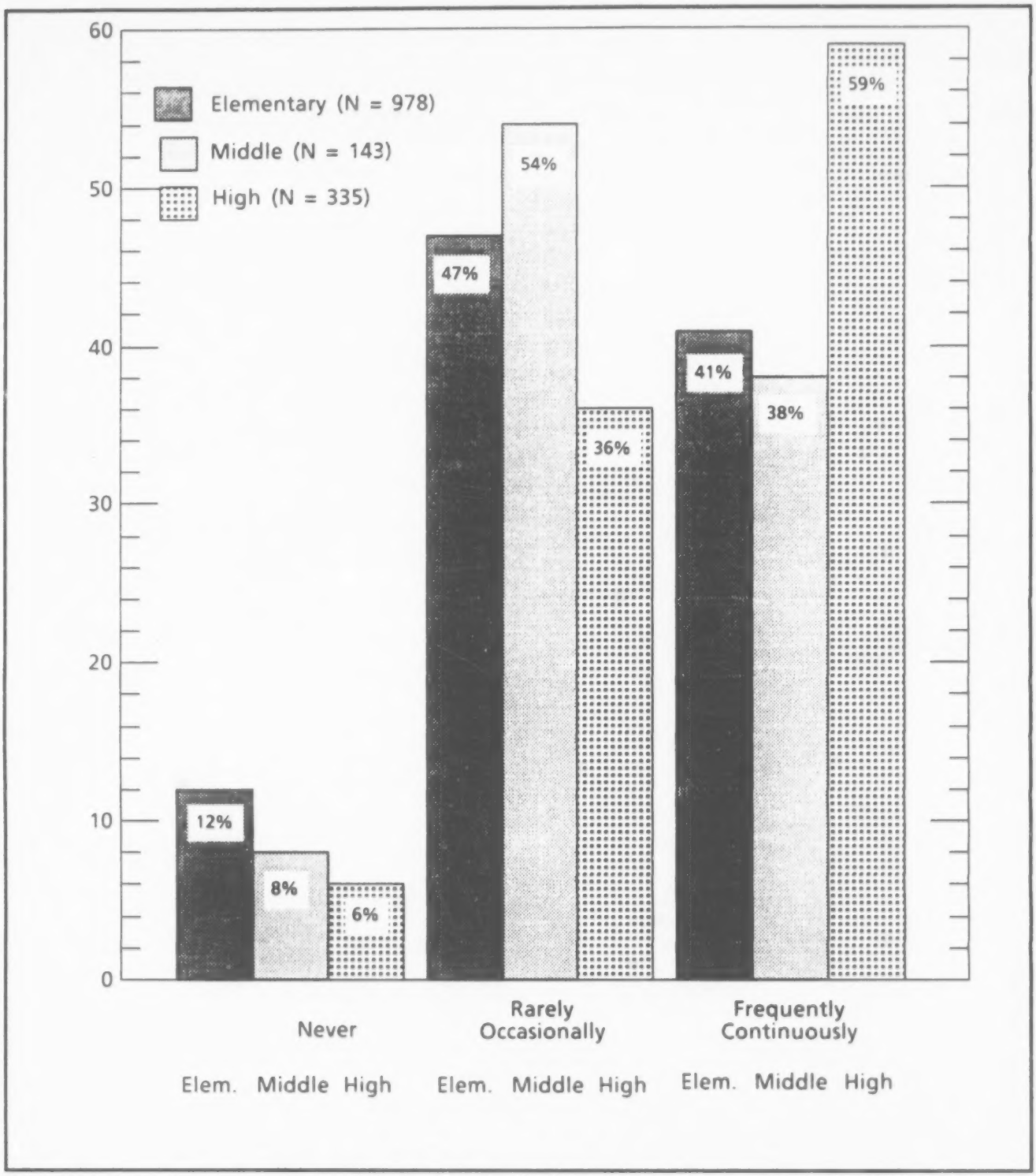
17. I often help students with nonacademic problems.
18. I have often felt personally involved with students' problems.



GRAPH 13

SUPPLIES AND MATERIALS AVAILABLE IN ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

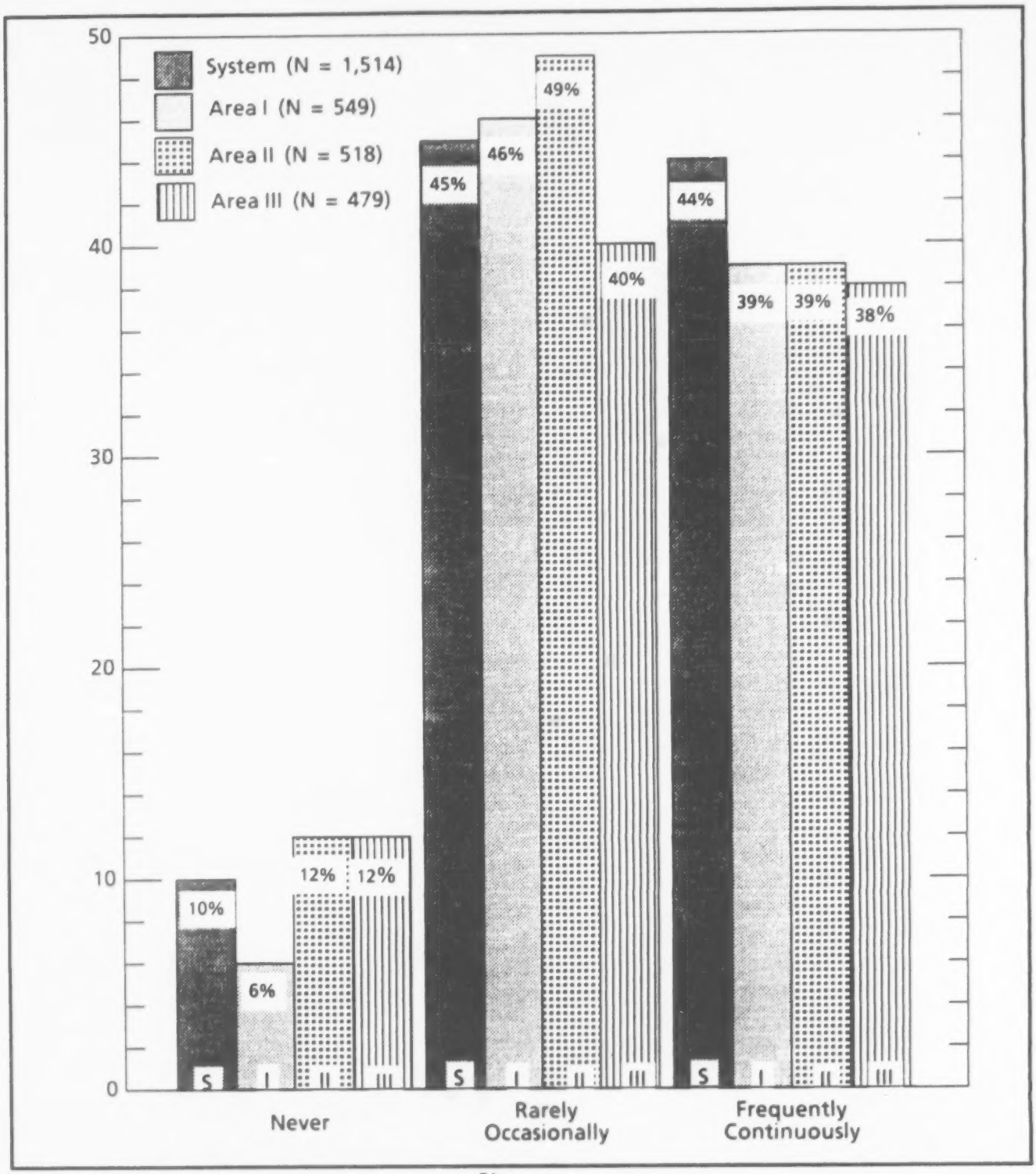
43. Supplies in my school are adequate for me to teach effectively.



GRAPH 14

SUPPLIES AND MATERIALS AVAILABLE IN SCHOOLS SYSTEM AND AREA

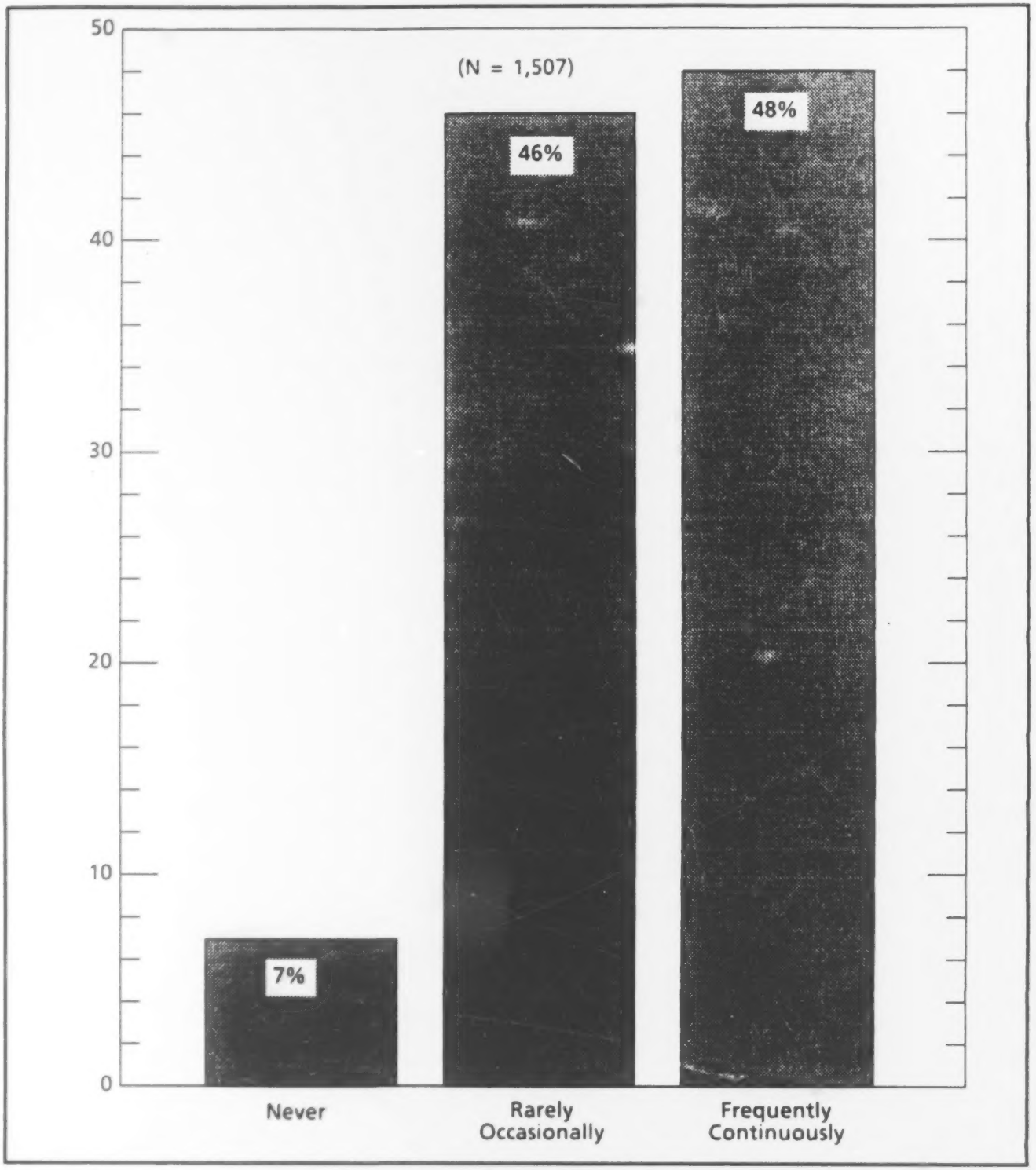
43. Supplies in my school are adequate for me to teach effectively.



GRAPH 15

SUPPLIES AND MATERIALS AVAILABILITY SYSTEMWIDE

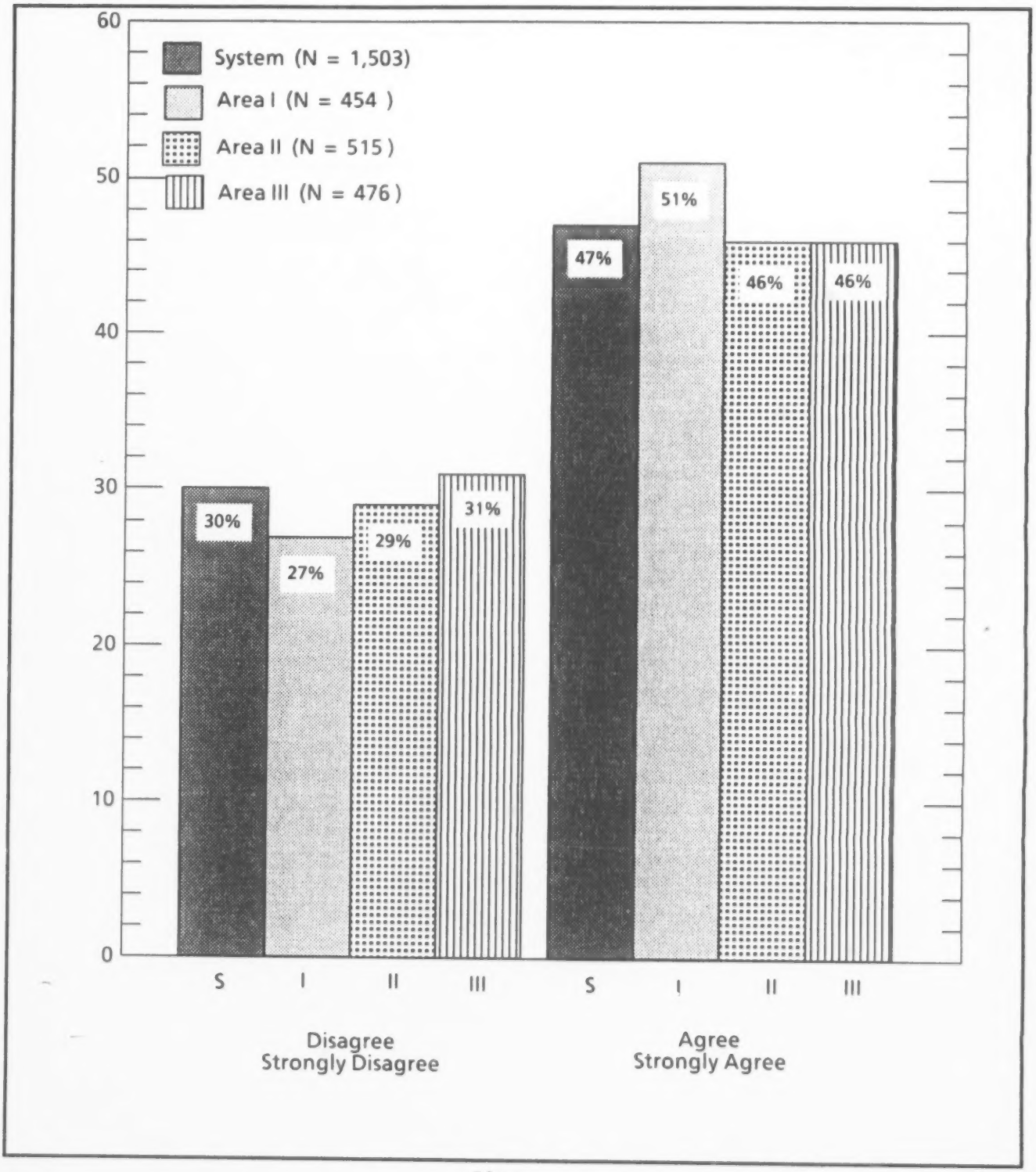
51. I have found my supplies and materials are adequate for effective classroom instruction.



GRAPH 16

CLO'S
CLO'S SYSTEMWIDE AND AREAS
HELPING STUDENTS FOCUS ON LEARNING

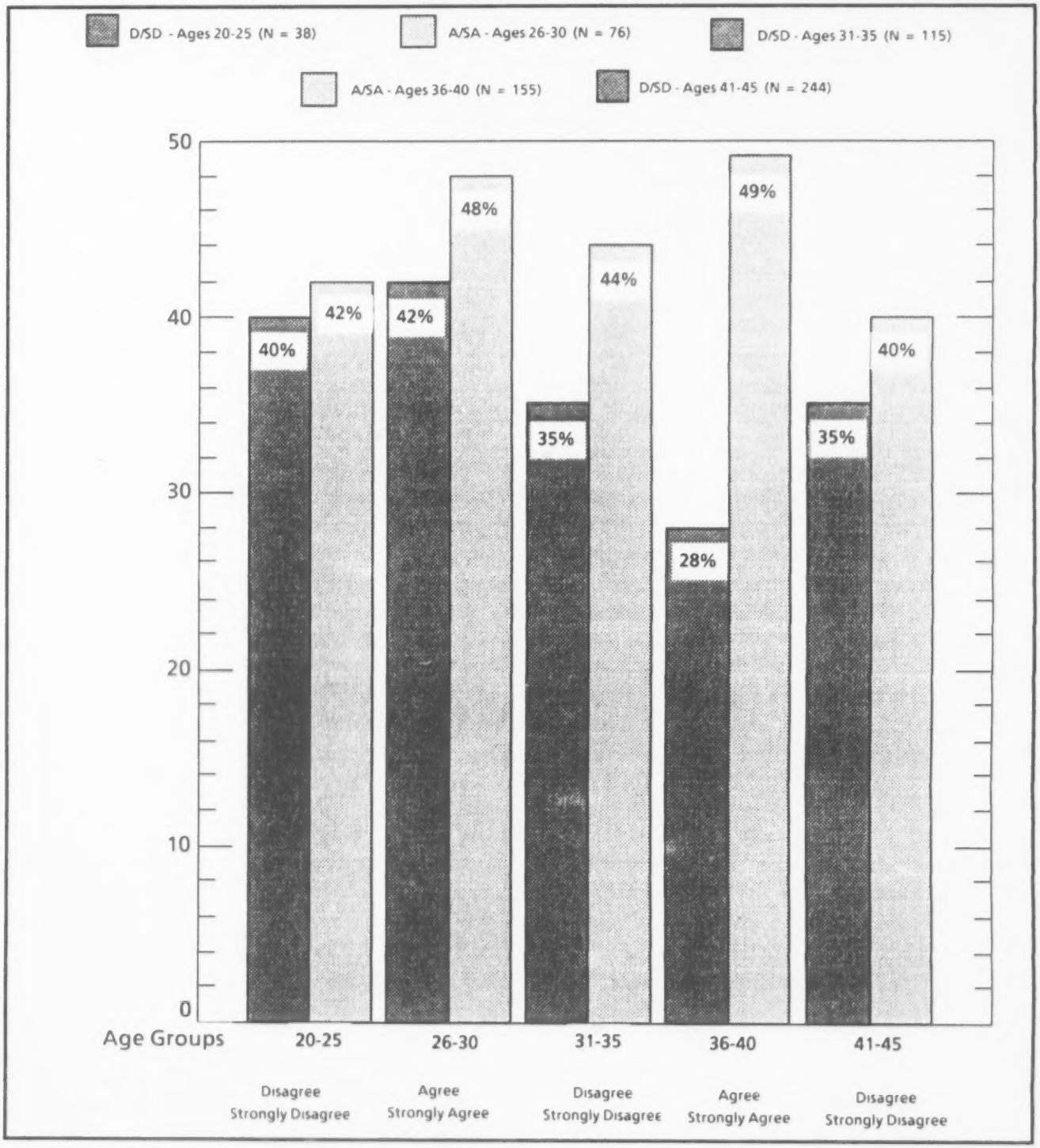
65. I believe CLO's help students to focus on what they should learn.



GRAPH 17

CLO'S
BY AGE OF RESPONDENTS

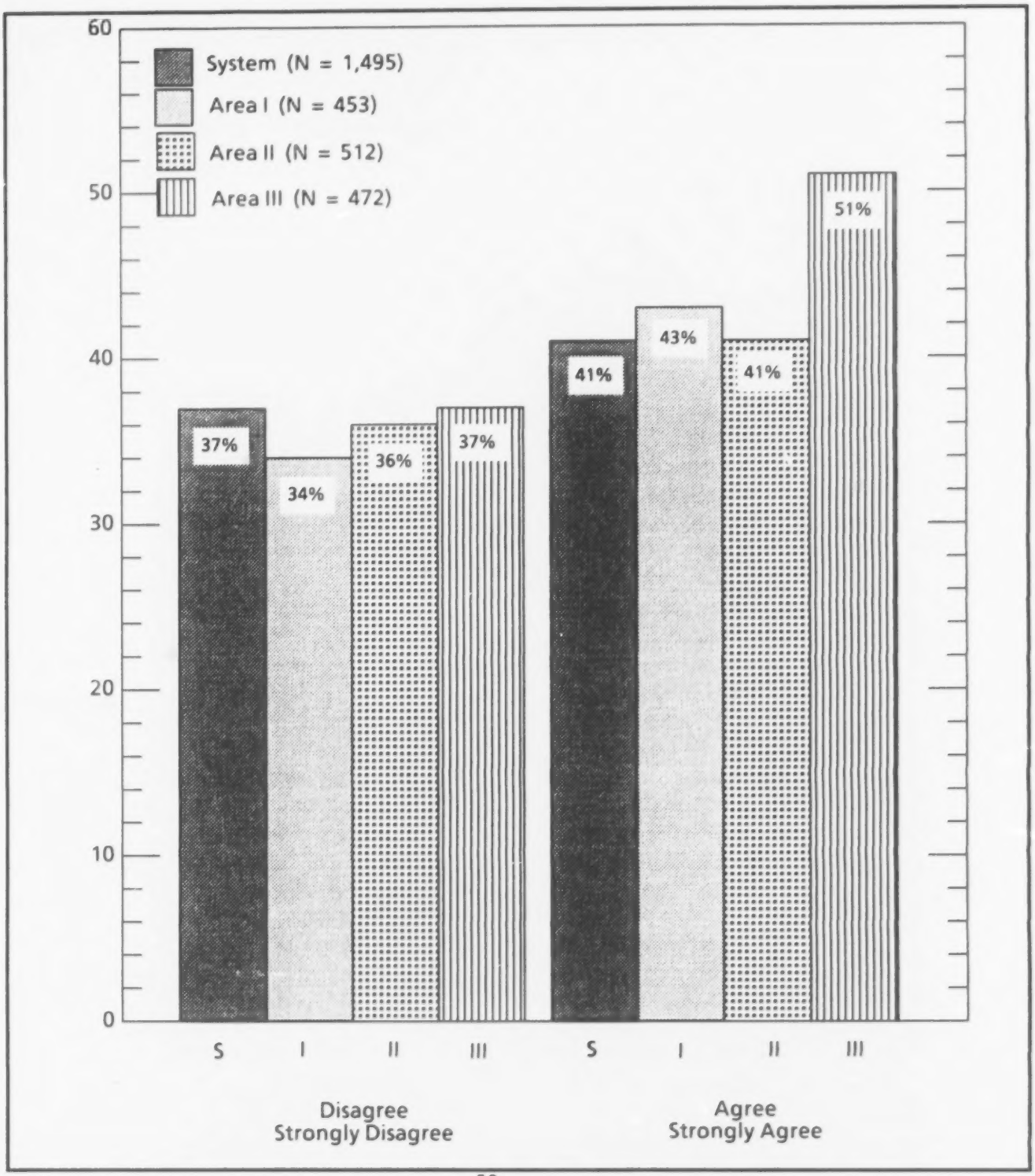
65. I believe CLO's help students to focus on what they should learn.



GRAPH 18

CLO'S
CLO'S - SYSTEMWIDE AND AREAS
HELPING TEACHERS ORGANIZE TEACHING EFFECTIVELY

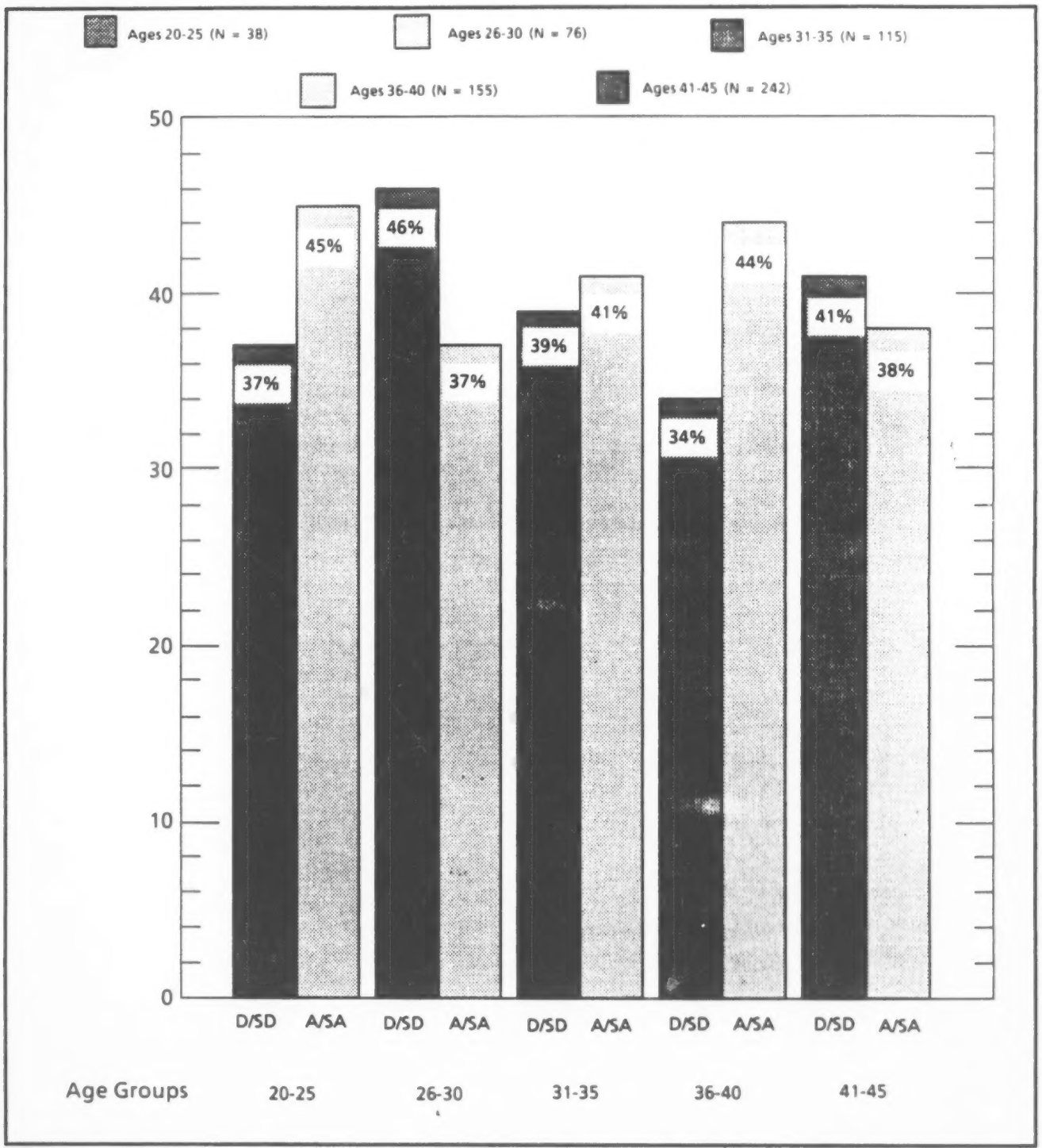
66. I believe CLO's have helped me organize my teaching more effectively.



GRAPH 19

CLO'S
BY AGE OF RESPONDENTS

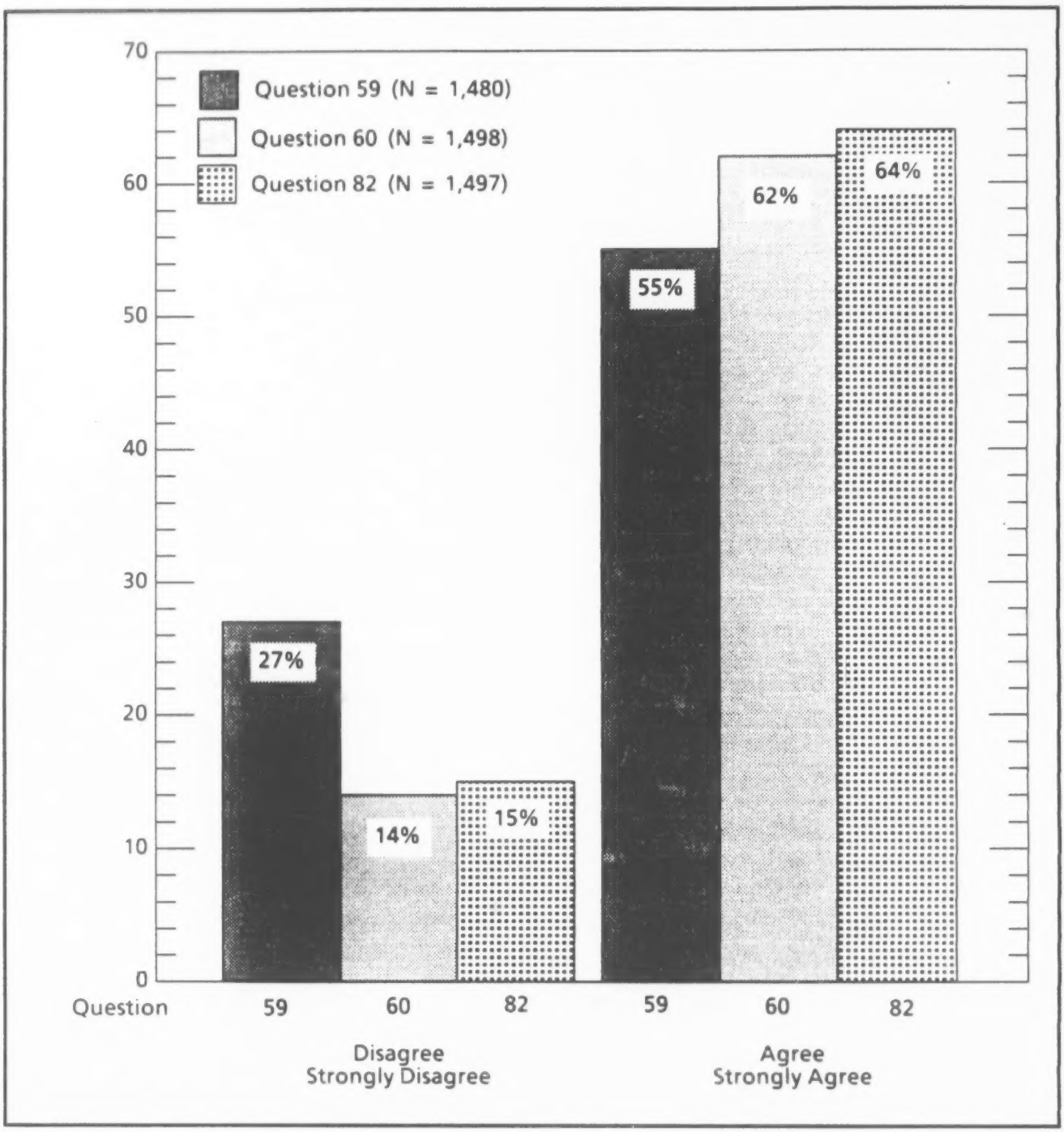
66. I believe CLO's have helped me organize my teaching more effectively.



GRAPH 20

TEACHER AND STUDENT EXPECTATIONS AND STUDENT PERFORMANCE SYSTEMWIDE

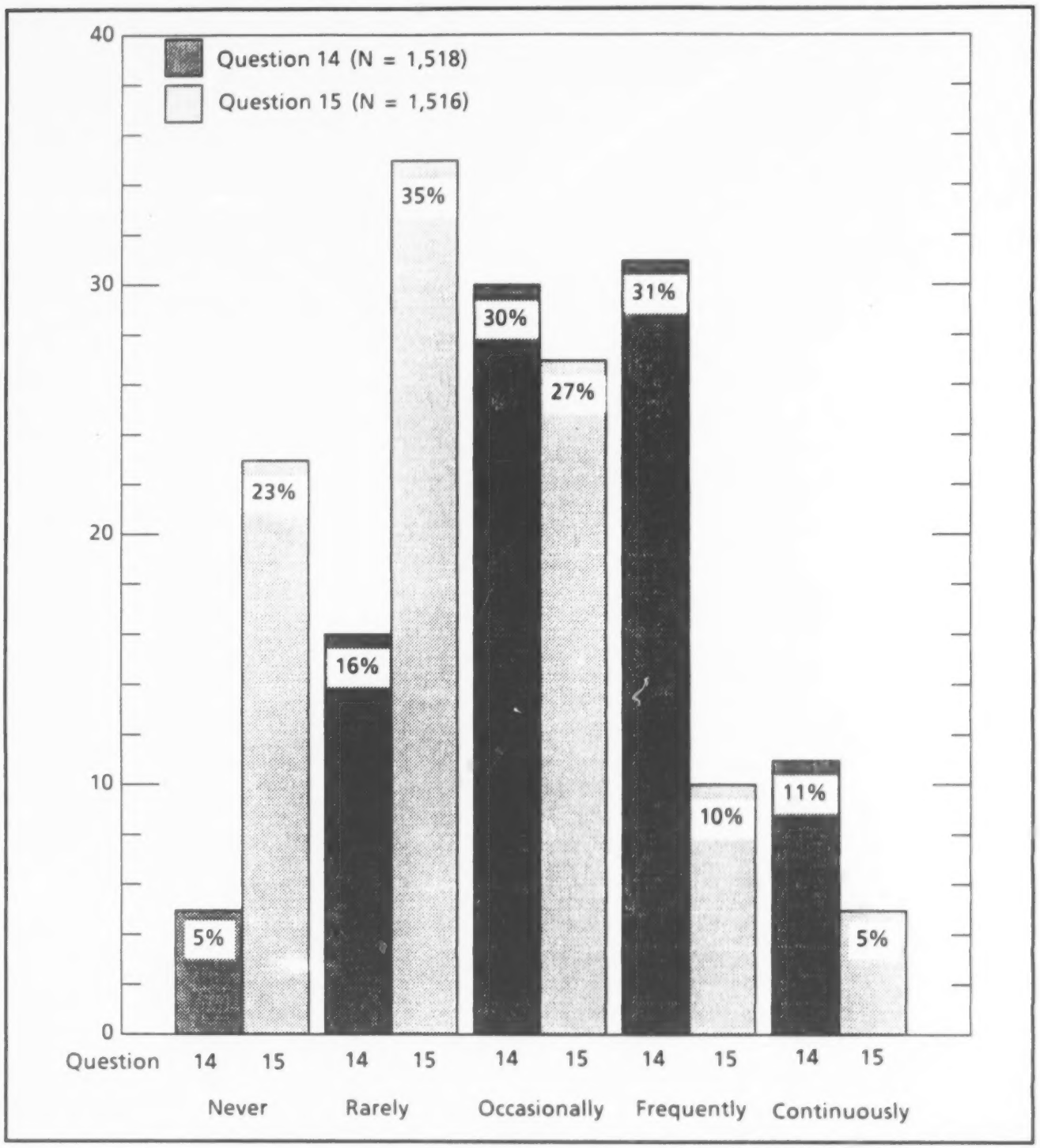
59. I have higher expectations for students' performance than I had two years ago.
60. My students have increased their belief in their ability to learn.
82. Higher expectations by students in my class have led to improved classroom performance.



GRAPH 21

COMMUNICATION WITH DECISION MAKERS SYSTEMWIDE

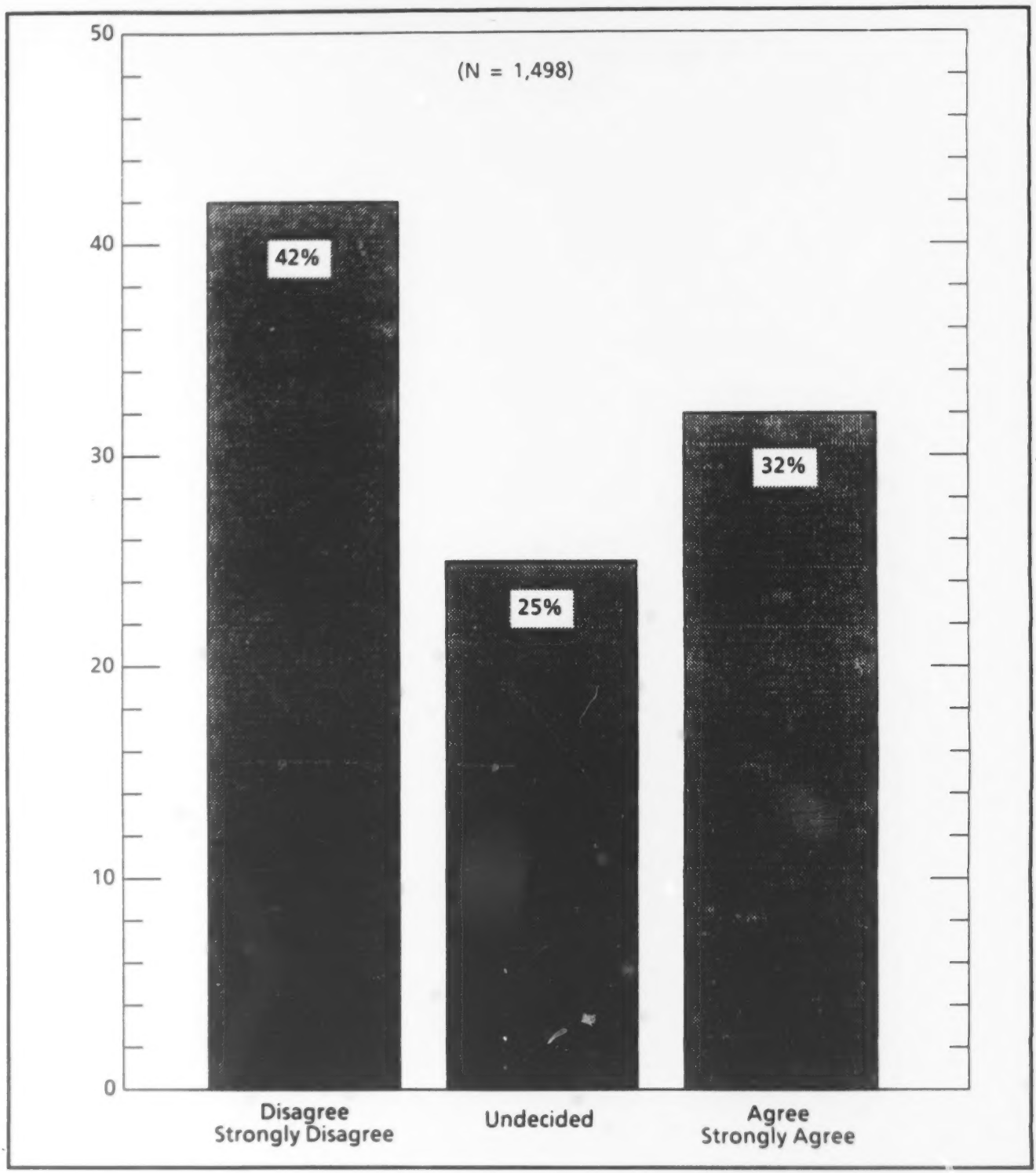
14. I have been able to communicate with decision makers in my school.
15. I have been able to communicate with decision makers in the school system.



GRAPH 22

ACCESS TO SYSTEM DECISION MAKERS

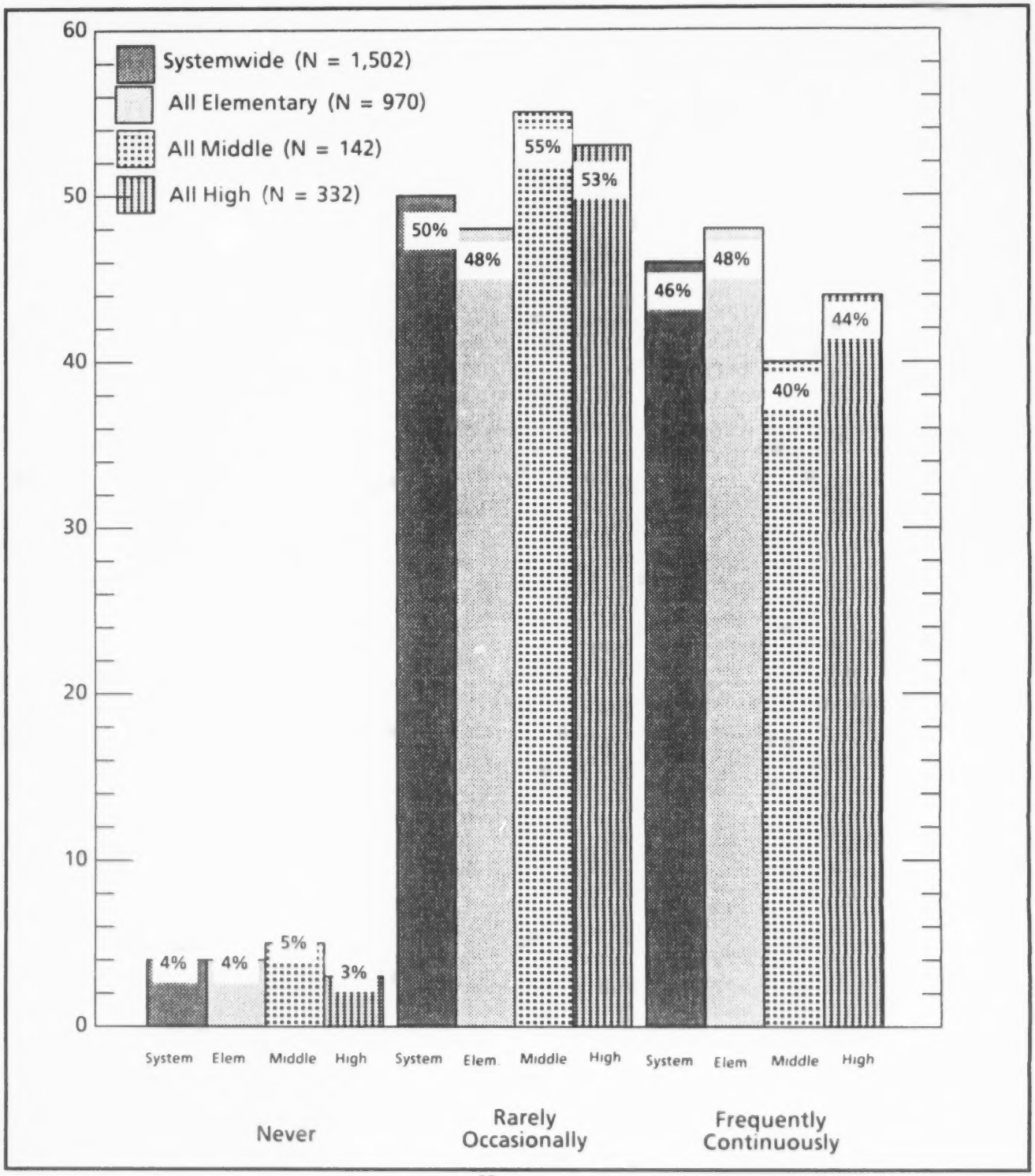
61. My access to decision makers in the school system has improved.



GRAPH 23

TEACHING TECHNIQUES
TECHNIQUES TAUGHT IN EDUCATION COURSES

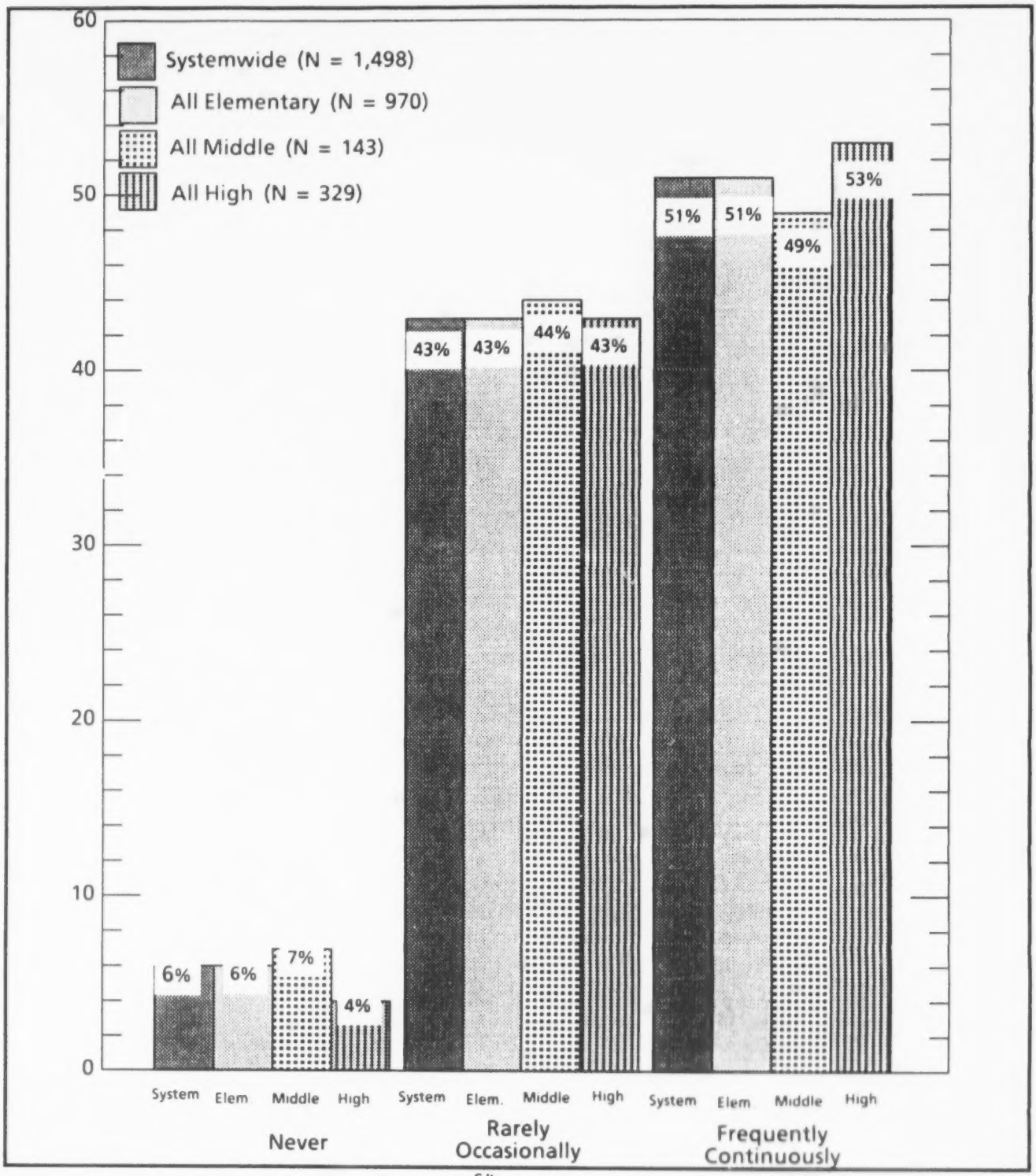
54. I have found I have been able to utilize the teaching techniques which I was taught in my education courses.



GRAPH 24

TEACHING TECHNIQUES
PERSONAL PREPARATION FOR TEACHING IN AN URBAN SCHOOL SYSTEM

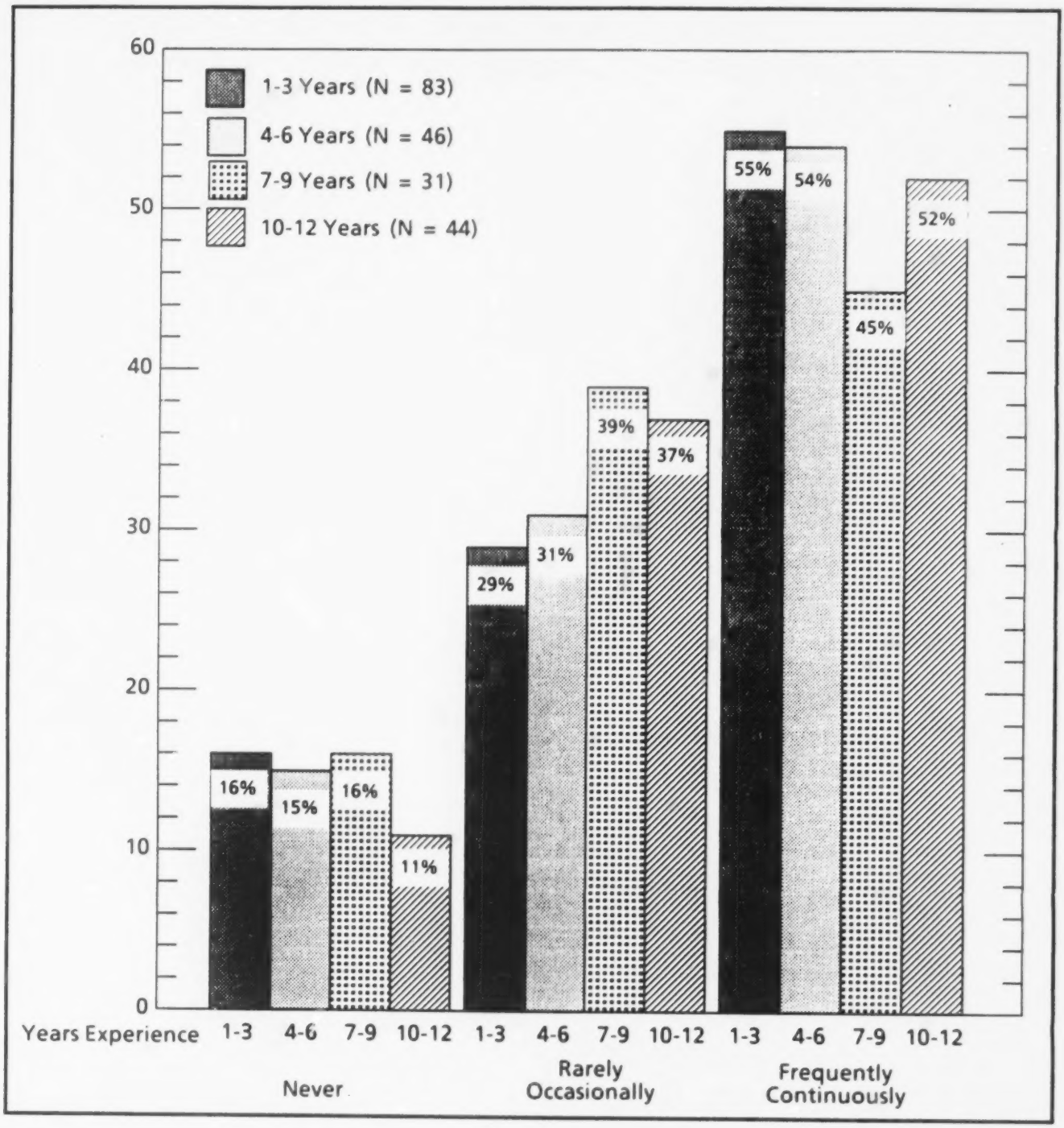
55. I have felt my teacher training institution adequately prepared me for teaching in an urban school system.



GRAPH 25

SUPPORT FROM MENTOR TEACHER
YEARS TEACHING EXPERIENCE

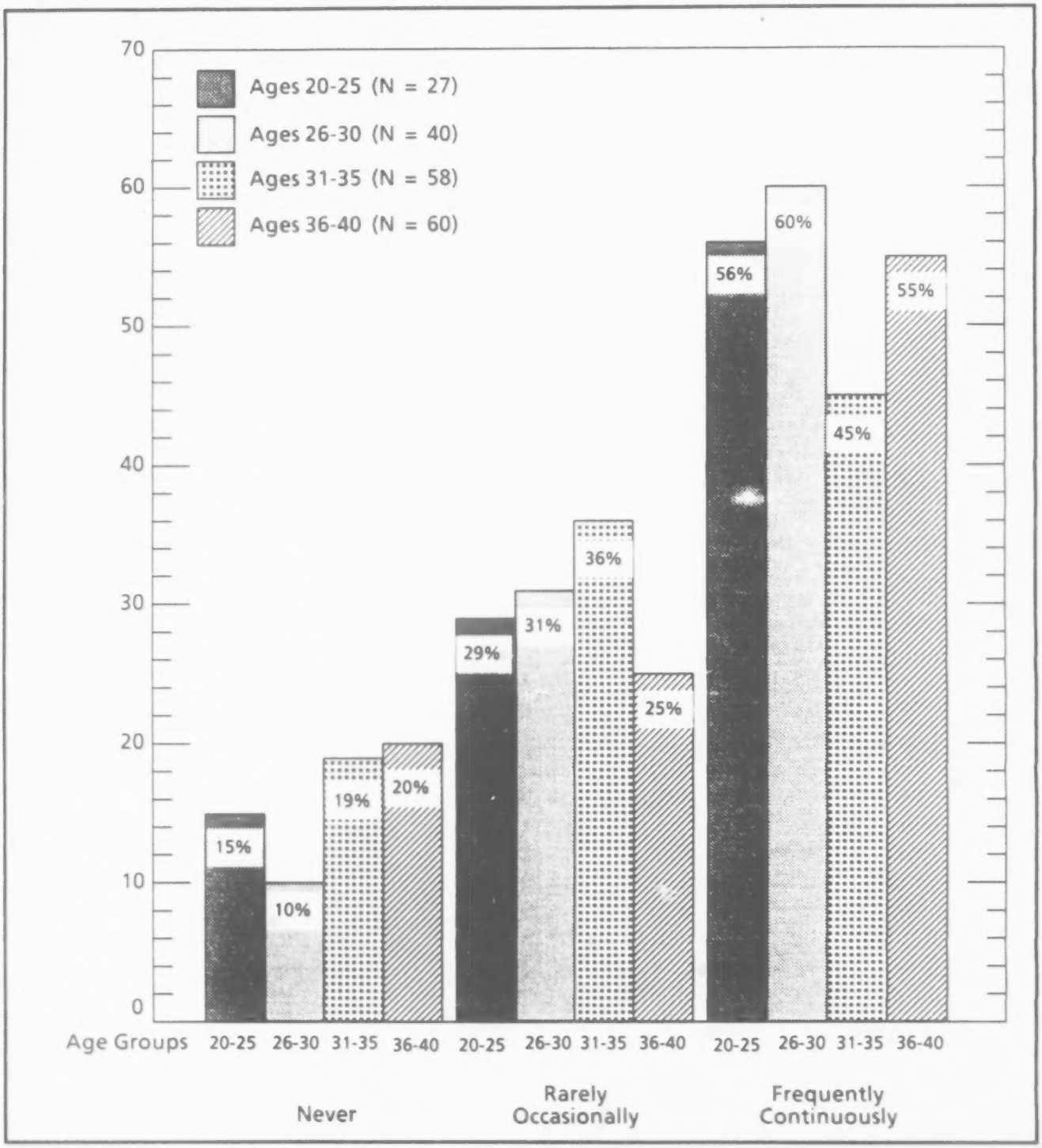
58. I have felt that I have received adequate support from my mentor teacher. (Instructed to respond only if one had a mentor teacher.)



GRAPH 26

SUPPORT FROM MENTOR TEACHER
AGE GROUPS

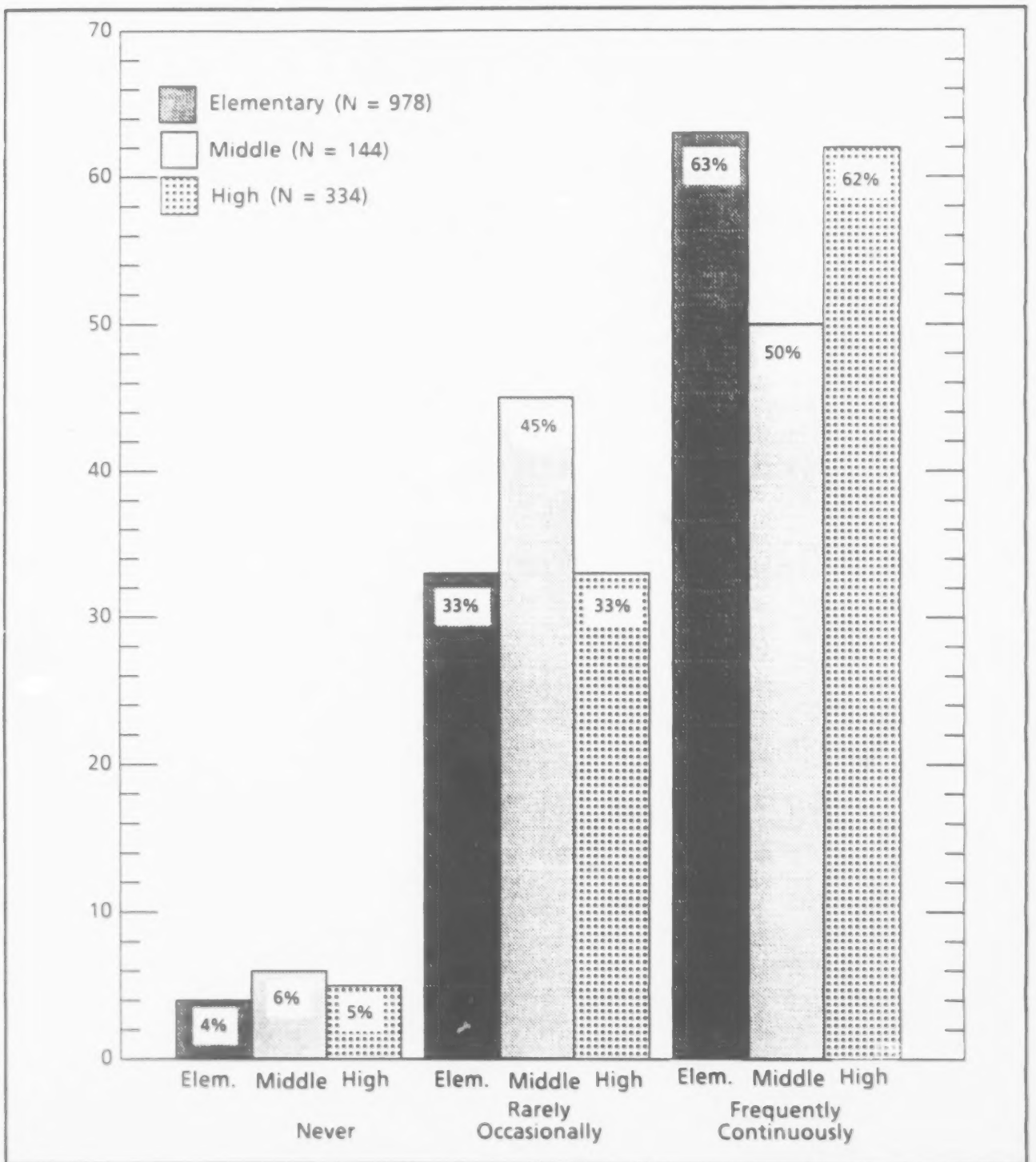
58. I have felt that I have received adequate support from my mentor teacher. (Instructed to respond only if one had a mentor teacher.)



GRAPH 27

SUPPORT AND ENCOURAGEMENT BY PRINCIPAL IN ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

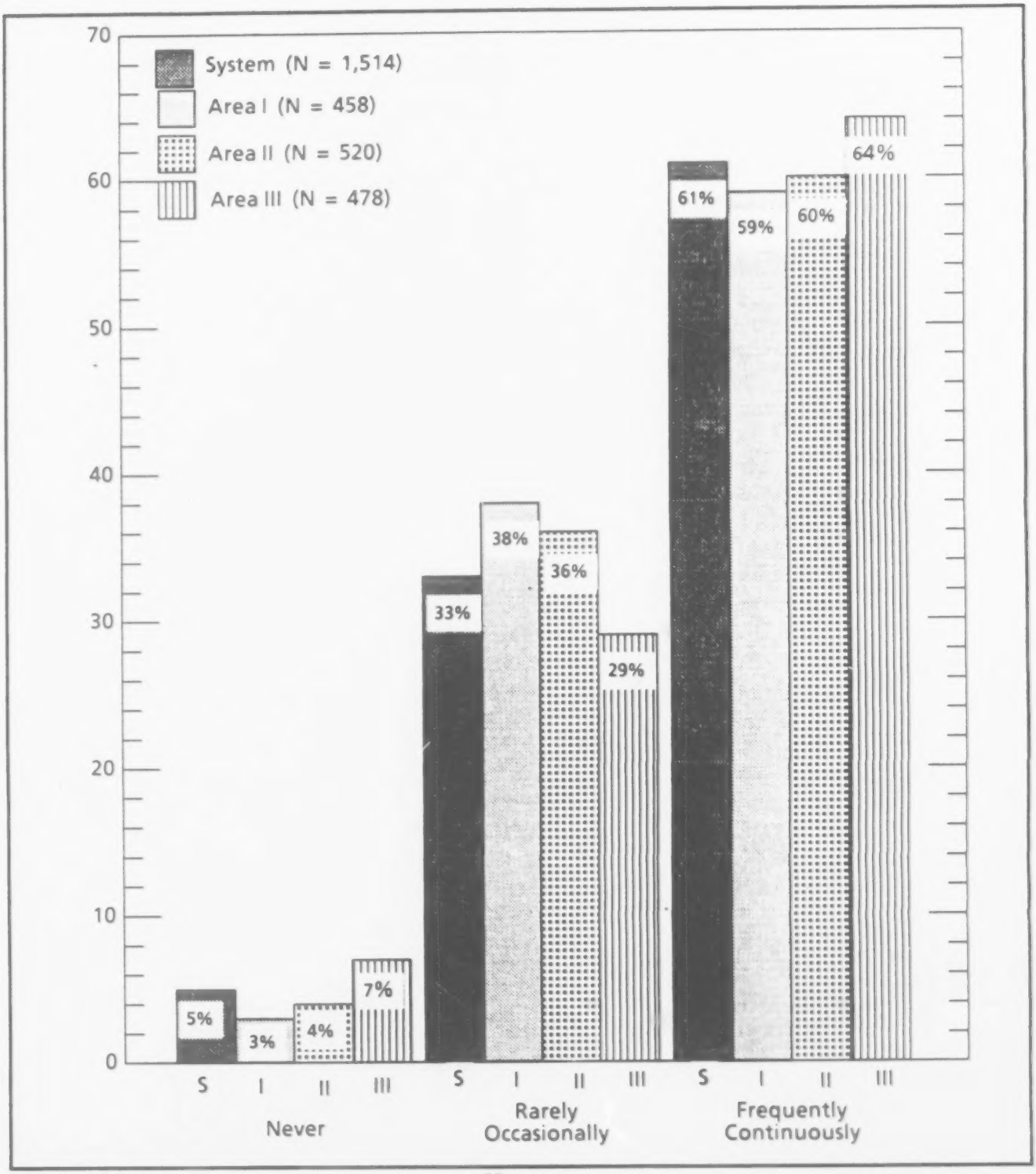
48. I have received support and encouragement from the principal of the school at which I teach.



GRAPH 28

SUPPORT AND ENCOURAGEMENT BY PRINCIPAL, -- SYSTEM AND AREA

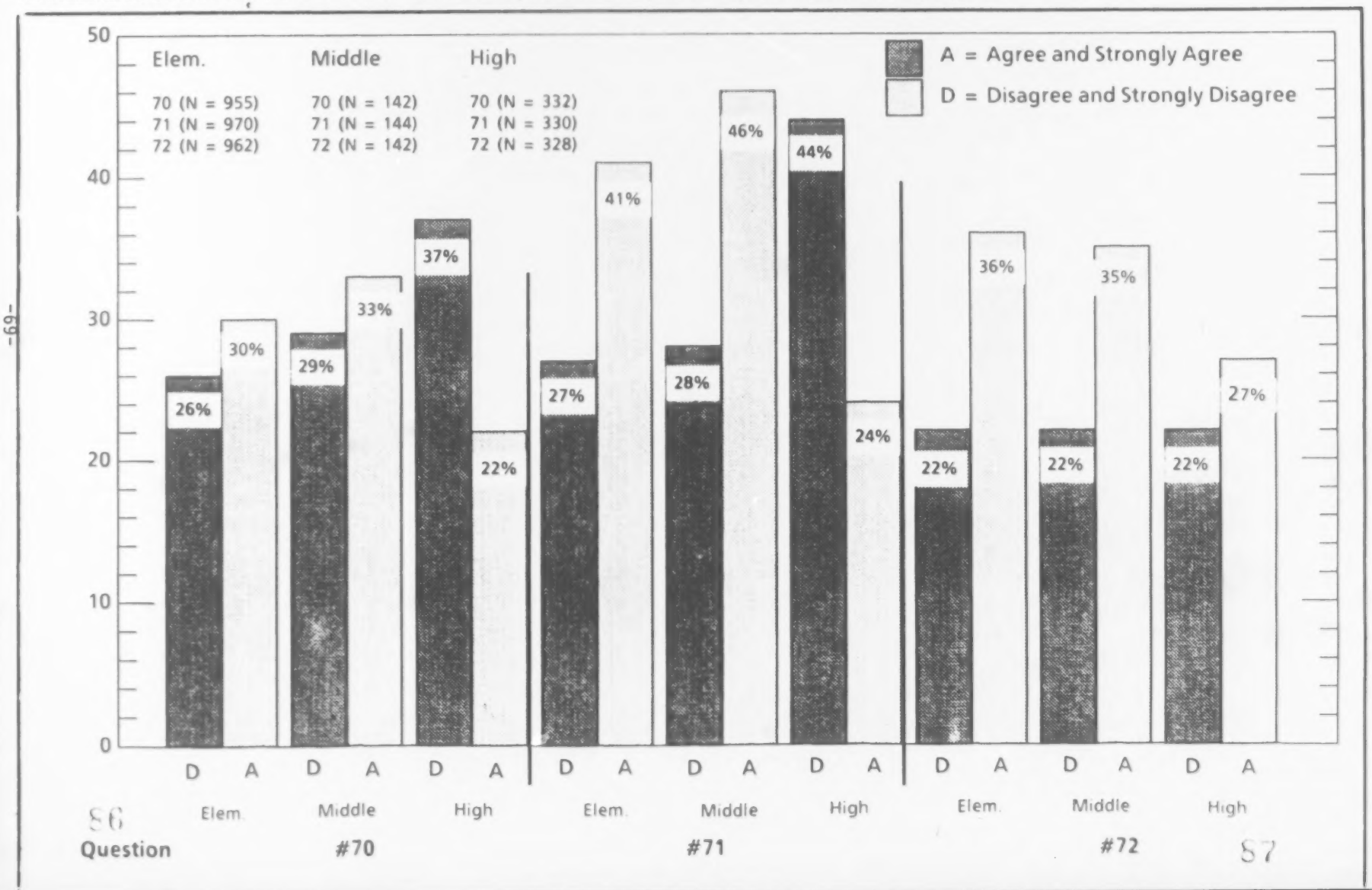
48. I have received support and encouragement from the principal of the school at which I teach.



GRAPH 29

TEACHER OPINIONS ON PROMOTION POLICIES
PERCENTAGE OF ELEMENTARY, MIDDLE, AND HIGH SCHOOL TEACHERS RESPONDING

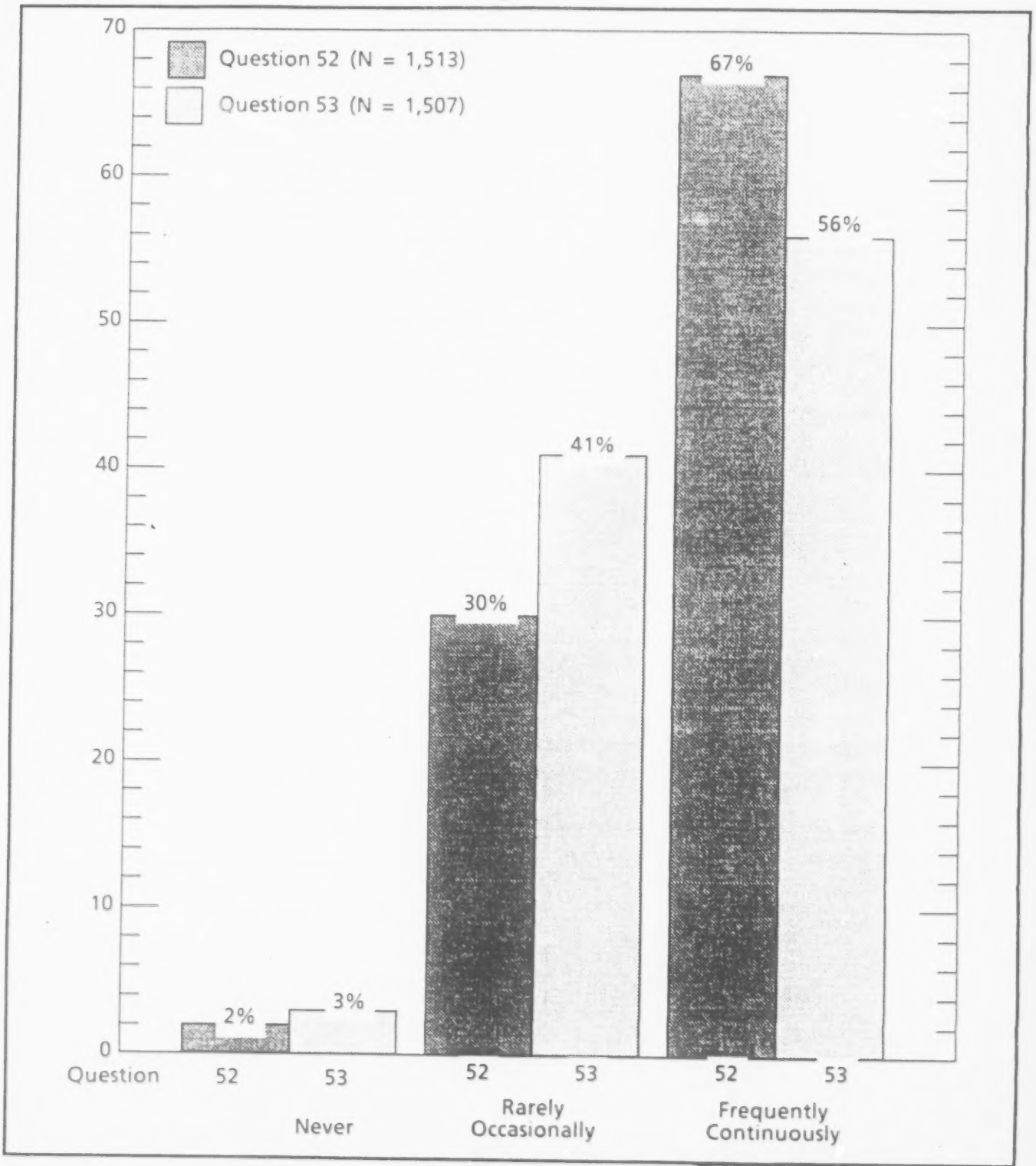
70. The current promotion policy causes increased student dropouts.
71. Promoting students who do not meet the promotion criteria and remediating them in the next grade is better for the students than retaining them.
72. Students who have been retained and then have met the promotional requirements perform better in a higher grade.



GRAPH 30

PAPERWORK
SYSTEMWIDE

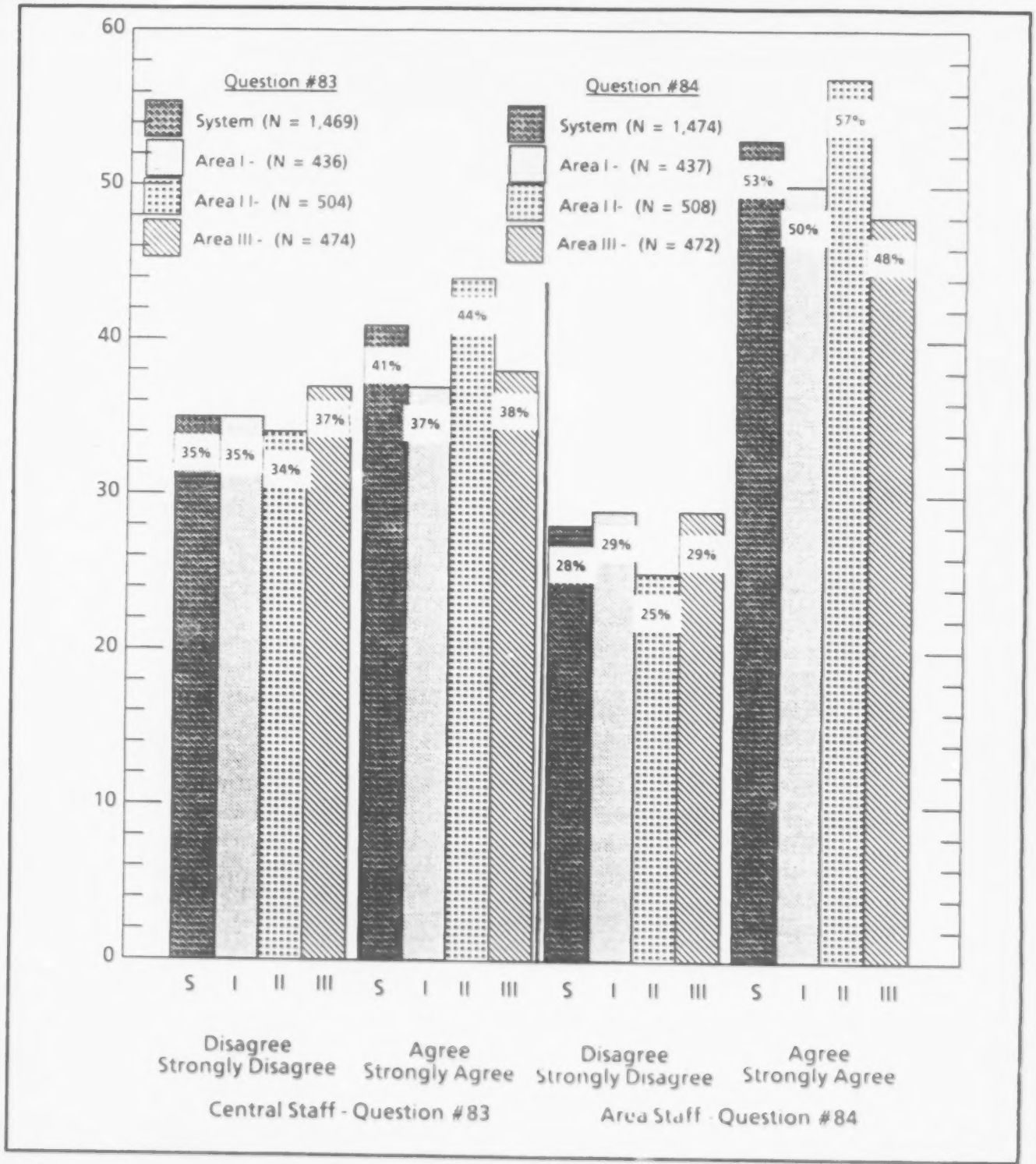
52. I resent the redundance of paperwork due to requests from staff outside the school.
53. I resent the redundancy of paperwork generated within the school.



GRAPH 31

CENTRAL AND AREA STAFF

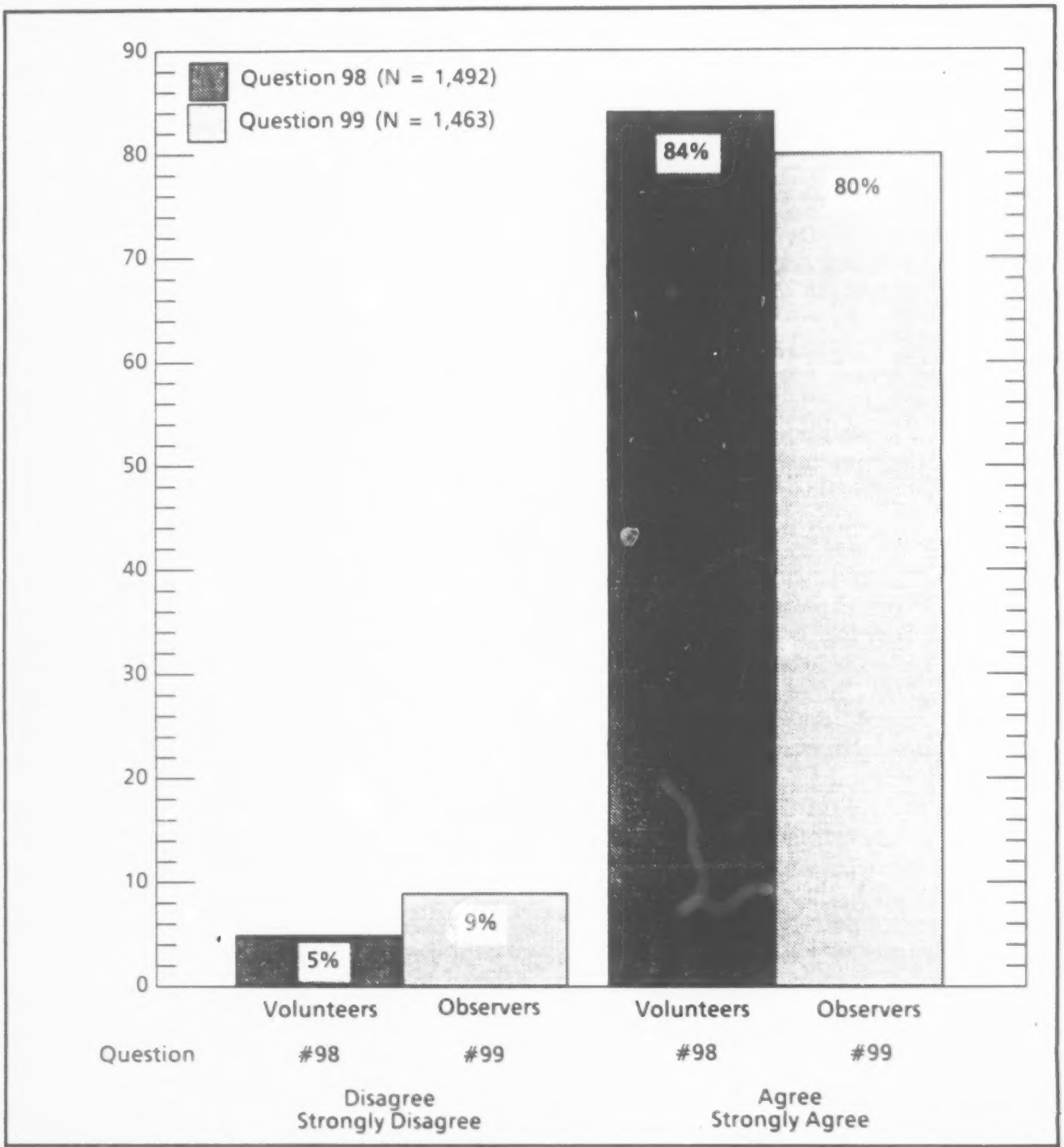
83. Central staff persons have been available to help me with needs I have identified.
84. Area staff persons have been available to help me with needs I have identified.



GRAPH 32

PARENT INVOLVEMENT
SYSTEMWIDE
PERCENTAGE OF TEACHERS WHO WELCOME PARENT VOLUNTEERS OR OBSERVERS

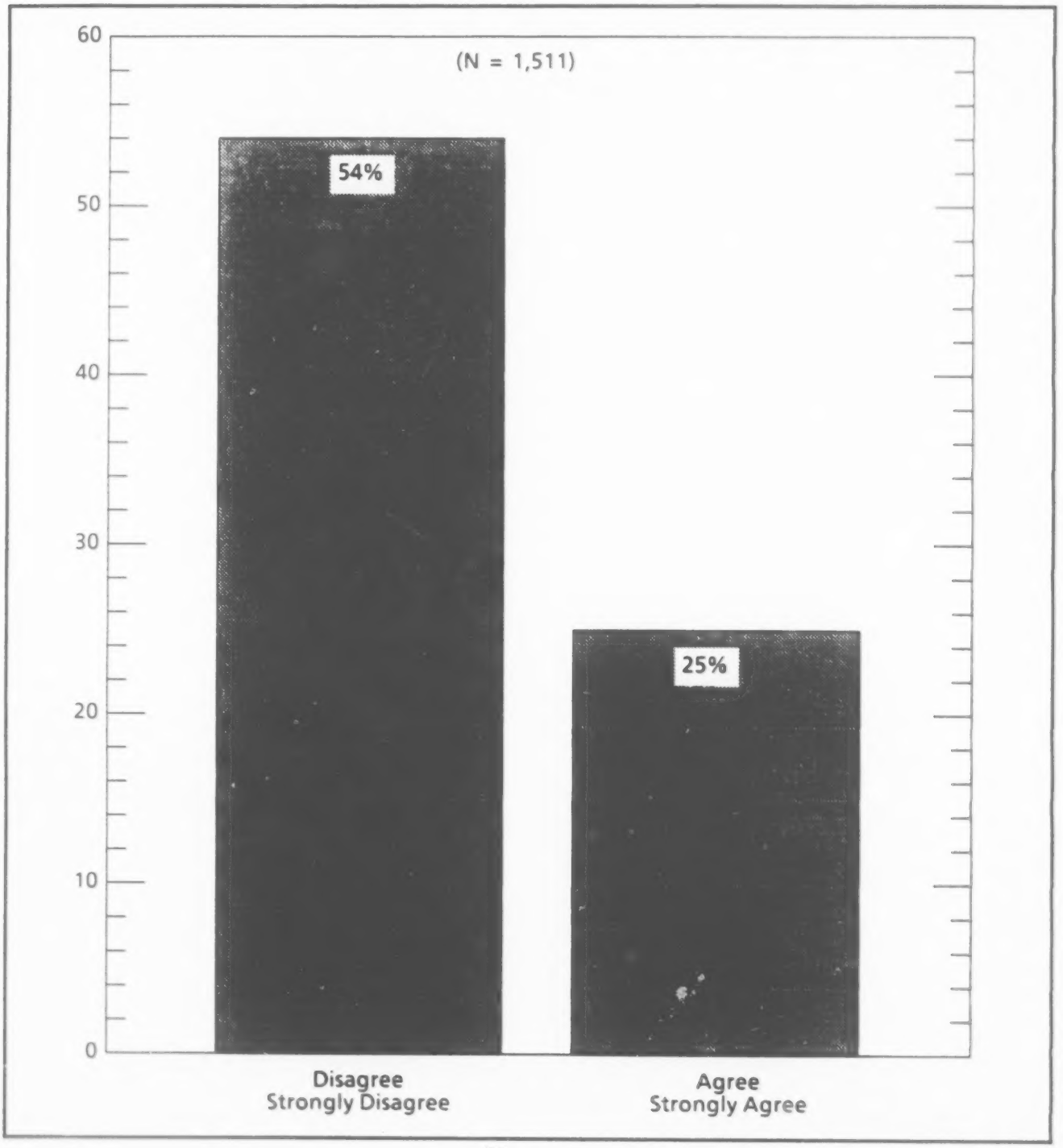
98. I would welcome a parent volunteer in my classroom.
99. I would welcome a parent observer in my classroom.



GRAPH 33

PARENT INVOLVEMENT IN THE PAST YEAR SYSTEMWIDE

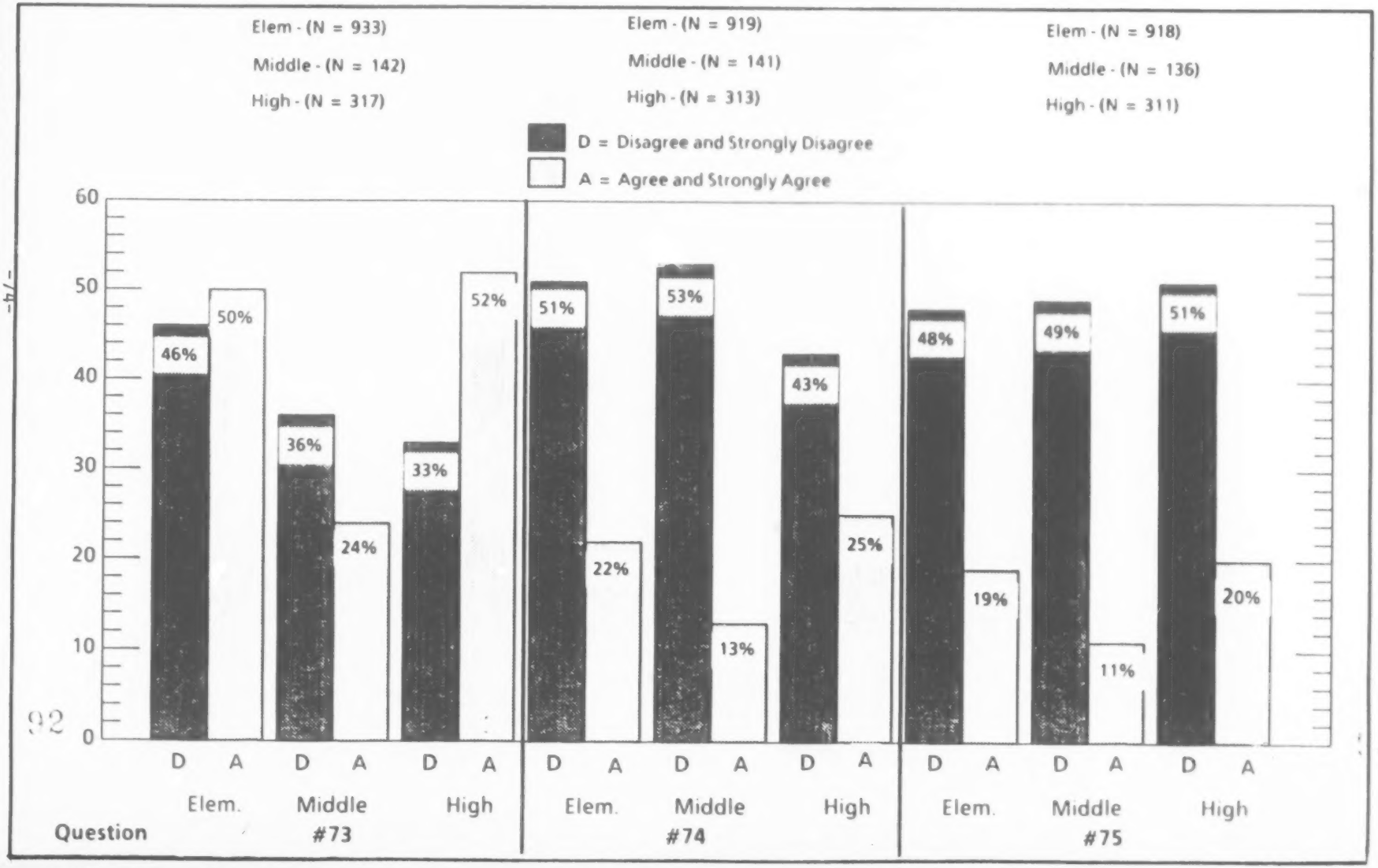
79. Parents at this school have become more involved in their children's education in the past year.



GRAPH 34

TEACHER OMBUDSMAN
PERCENT OF ELEMENTARY, MIDDLE, AND HIGH SCHOOL TEACHERS RESPONDING TO QUESTIONS 73, 74, AND 75

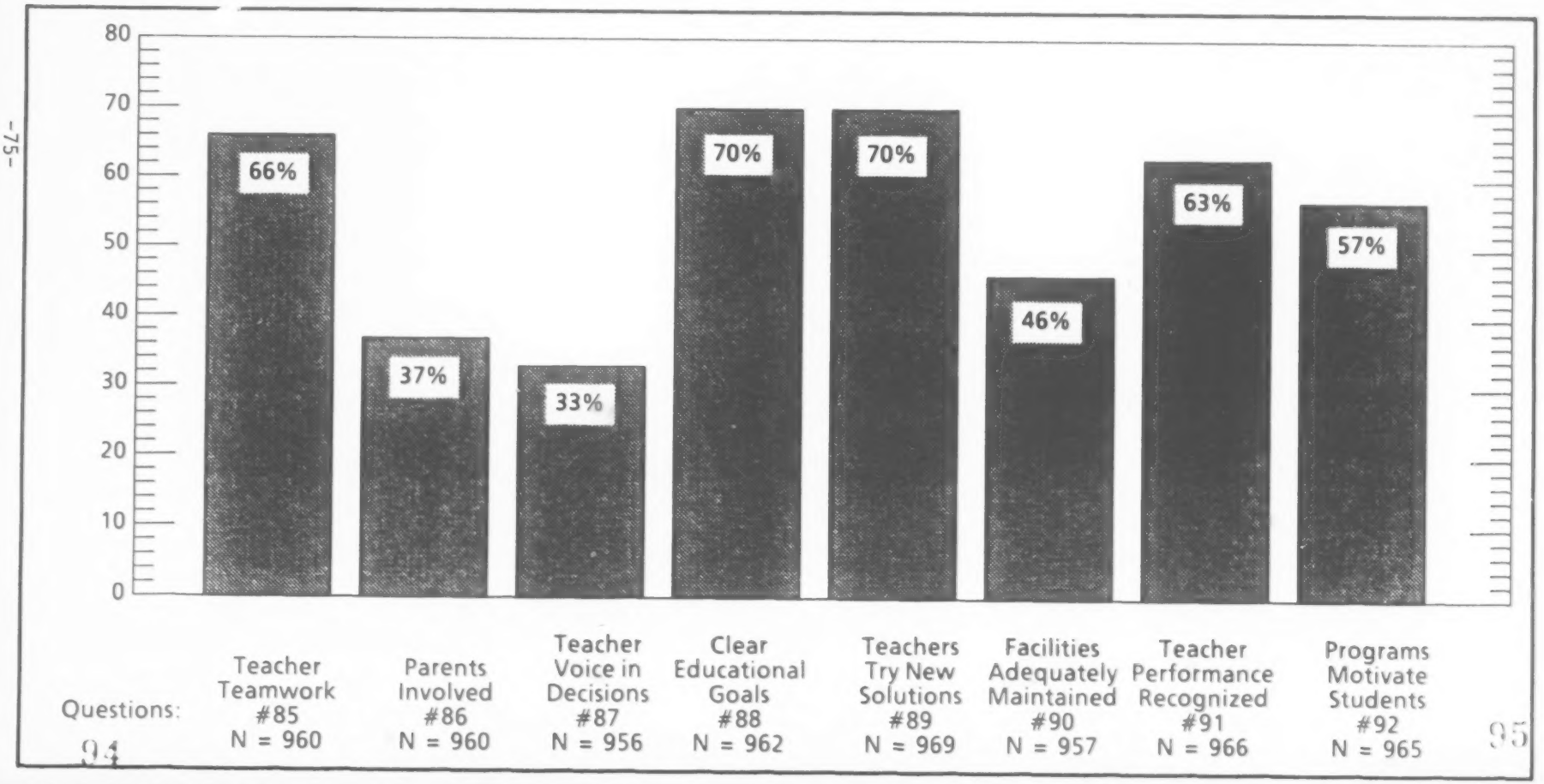
73. I know how to contact the Teacher Ombudsman for assistance.
74. The Teacher Ombudsman has been active in my school.
75. The Teacher Ombudsman has proved to be a benefit to me as a teacher.



GRAPH 35

TEACHING CLIMATE
AS MEASURED BY EIGHT QUESTIONS
PERCENTAGE OF TEACHERS THAT AGREE/STRONGLY AGREE
ELEMENTARY SCHOOLS

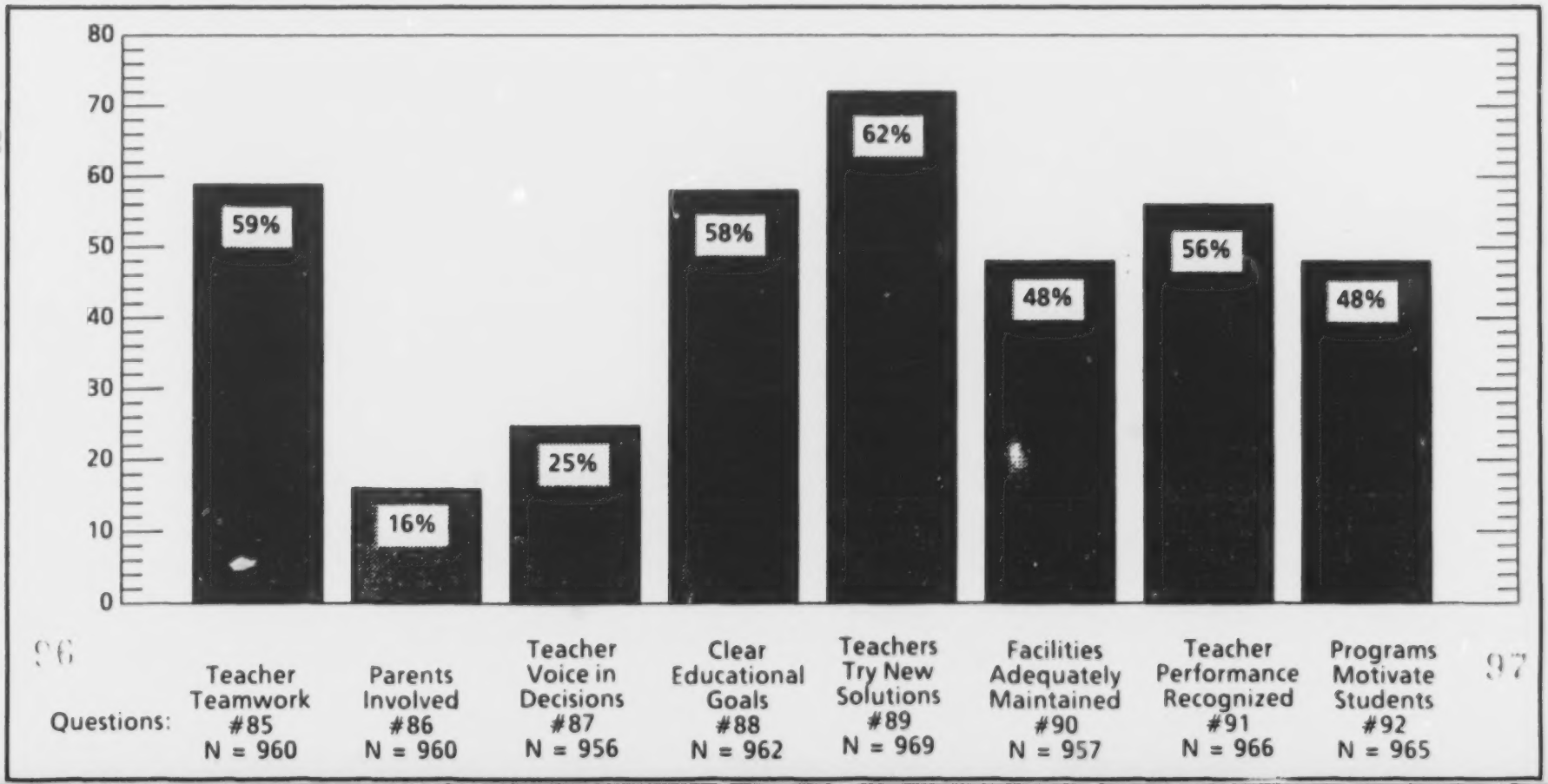
85. There is a sense of teamwork among teachers at my school.
86. Parents are involved with their children's education in my school.
87. The teachers at my school have an effective voice in important decisions affecting our jobs.
88. My school is unified in striving for clear educational goals.
89. Teachers in my school are encouraged to try new and creative solutions for existing problems.
90. The facilities at my school (buildings, classrooms, furniture, etc.) are adequately maintained.
91. Teachers at my school are recognized for exceptional performance.
92. My school has effective programs designed to motivate the students.



GRAPH 36

TEACHING CLIMATE
AS MEASURED BY EIGHT QUESTIONS
PERCENTAGE OF TEACHERS THAT AGREE/STRONGLY AGREE
MIDDLE SCHOOLS

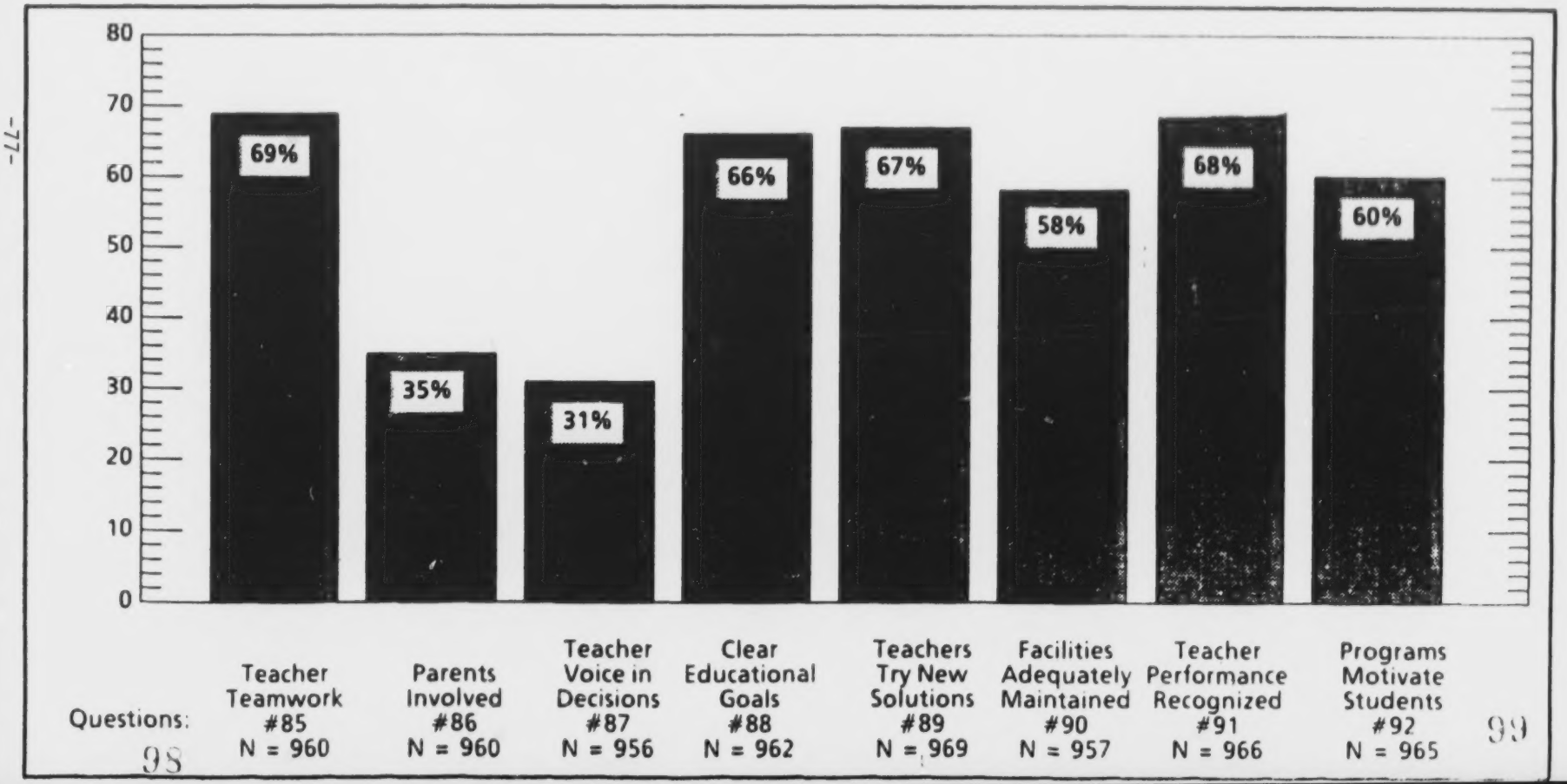
85. There is a sense of teamwork among teachers at my school.
86. Parents are involved with their children's education in my school.
87. The teachers at my school have an effective voice in important decisions affecting our jobs.
88. My school is unified in striving for clear educational goals.
89. Teachers in my school are encouraged to try new and creative solutions for existing problems.
90. The facilities at my school (buildings, classrooms, furniture, etc.) are adequately maintained.
91. Teachers at my school are recognized for exceptional performance.
92. My school has effective programs designed to motivate the students.



GRAPH 37

TEACHING CLIMATE
AS MEASURED BY EIGHT QUESTIONS
PERCENTAGE OF TEACHERS THAT AGREE/STRONGLY AGREE
HIGH SCHOOLS

85. There is a sense of teamwork among teachers at my school.
86. Parents are involved with their children's education in my school.
87. The teachers at my school have an effective voice in important decisions affecting our jobs.
88. My school is unified in striving for clear educational goals.
89. Teachers in my school are encouraged to try new and creative solutions for existing problems.
90. The facilities at my school (buildings, classrooms, furniture, etc.) are adequately maintained.
91. Teachers at my school are recognized for exceptional performance.
92. My school has effective programs designed to motivate the students.



APPENDIX 3

TEACHER SUGGESTIONS

RESPONSES TO QUESTIONS A THROUGH D

PART III - TEACHER SUGGESTIONS
RESPONSES TO QUESTION A

A. What are some of the non-teaching duties which take away from instruction?

1. Early duty
2. Door decorating/Paperwork
3. Continually having to control disruptive behavior since office assistance is very unhelpful
4. Enormous amounts of behavior disciplining
5. Walking room to room - lack of art room
6. Loaded down with art supplies - lack of art room
7. Early duty
8. Decorating doors
9. Discipline of students
10. Paperwork
11. Early duty
12. Decorating doors
13. Detailed lesson plans
14. Stupid forms
15. Copying down objectives and procedures on to lesson plan forms which are clearly outlined in the guide being followed -- this is an unnecessary waste of time for an experienced teacher - only changes or additions to procedures should be noted.
16. Early morning duty
17. Breakfast duty
18. Disciplinary
19. Bus duty
20. Cafeteria and auditorium duties
21. Breakfast duty running into morning class time
22. Regularly scheduled lesson plan turn-in
23. Class rolls, reports, etc., being asked for in the middle of a school day that are due by the end of the day
24. Planning time taken away by Hall and Cafeteria duties
25. Excessive paperwork
26. Cafeteria Duties in the morning
27. Auditorium Duties in the morning
28. Involvement in school committees
29. Disciplinary students and keeping order
30. Writing reports, filling out forms and bubble sheets, making and filling folders with various needless materials, IEPS
31. Mandates
32. Surveys
33. Completing research papers like this one
34. Reports requesting assistance for pupils with special needs
35. The many papers and forms requesting information that is already in place/and should be on computers
36. School plays
37. Field trips
38. Field day
39. Paperwork
40. Inventory
41. Breakfast duty
42. Staffings

43. Breakfast duty
44. Staffings
45. Paperwork, such as this paper, (due in the office by 10:00)
46. Morning duty
47. Paperwork
48. Testing
49. Paperwork
50. Constant monitoring of students' movement between main building and portable classroom
51. Lunch money - borrowing forgetting home lunch, wanting to telephone home about it, etc., tickets'
52. Collecting: persmission slips, picture money, free lunch forms, insurance forms, attendance and tardy notes
53. School inventory
54. Getting equipment repaired
55. Classroom teacher has endless paperwork
56. Collecting monies
57. Filling out forms for special education
58. Paperwork -- lesson plans
59. Injuries or sickness
60. Passing out various notes and information to go home
61. Collecting money and permission slips
62. Paperwork involved with reports, tests, etc.
63. Before- and after-school supervision of students arriving early and leaving late.
64. Collecting money for various things
65. Filling out referral forms and questionnaires
66. Taking attendance, lunch count, forms on unexcused absences
67. Non-teaching duties are another way to be around students in a non-instructional atmoshere
68. Paperwork! Counting, collecting money, bubbling attendance sheets, filling out forms for Special Ed., attendance, lunch count
69. Programs
70. Paperwork
71. All duties are school related
72. Testing
73. Room Clean-Up
74. Lunch duty
75. Paperwork
76. Meetings
77. Lunch and recess duties
78. Testing!!!
79. Cleaning chores in classrooms
80. Filing papers
81. Bubbling test answers
82. Grading papers
83. Intercom announcements
84. Pupil interruptions -- coming with message from another teacher
85. Unnecessary assemblies for practicing for assembly programs
86. It is unnecessary to have every grade do a monthly assembly - Christmas and Spring is enough
87. Paperwork
88. Discipline problems
89. Paperwork

90. Probably none
91. Bubbling
92. Recess duty
93. CLO based lesson plans
94. Picture money collection/lunch
95. Organization for after school/PTA events
96. Writing lesson plans to a specific form regardless of what is effective for that teacher
97. Bus duty
98. Lunch and Attendance
99. Bus duty
100. Bus duty
101. Lunch and attendance
102. Paperwork
103. Morning duty
104. Running copies of tests, worksheets, etc.
105. Paperwork for office and downtown
106. Making so many instructional items that could be bought
107. Counseling parents
108. Counseling children
109. Discipline of children with special problems
110. Lesson plan with too many details
111. Bus, lunch duties
112. Reports, minimum skills
113. Paperwork
114. PEC paperwork
115. Committee assignments
116. Meetings (PEC)
117. Attendance cards/records
118. Collection of money for class pictures, etc.
119. Extensive record keeping (minimum skills, etc.)
120. Secretarial work such as mimeographical
121. Committees
122. Bus duty
123. Any additional paperwork that takes me away from my students during activity time
124. *N/A. There was no questionnaire last year
125. School committees
126. Behavior problems
127. Paperwork - filing, bubbling tests, parent contact, system memo/forms, running dittoo
128. Lunch money collections
129. Bus duty
130. Bulletin Boards
131. Bulletin Boards
132. Discipline
133. No comments
134. Student support team
135. Paperwork that must be completed on demand
136. Assembly program
137. Paperwork
138. Meeting
139. Discipline-counseling other teachers' students
140. Passing out of lunch cards

141. Record keepting "PR folder"
142. Contracting parents by phone
143. Early and late duties
144. IDS Reports
145. Practicing for assembly program
146. Constant discipline (bus) - classroom
147. Bus duty
148. Too many meetings
149. IDS Reporting
150. Daily interruptions (office requests)
151. Behavior Problems
152. Lunch tickets maintenance
153. Lunch applications, health information
154. Picture money, T-shirts, etc.
155. Federal forms, etc.
156. Objectives on plans
157. Surveys for graduate college people
158. Filling out withdrawal forms
159. Collecting picture money
160. Collecting monies for various organizations, projects, etc.
161. Filling out reports that should be handled in the office, i.e., forms pertaining to students absent without legal excuses
162. None
163. Teacher Directed P E.
164. Bus duty after school
165. Leadership team
166. Questionable programs (in terms of growth for children)
167. Student withdrawals
168. Student staffing
169. Student behavior
170. Paperwork in my school
171. Cafeteria Morning Duty
172. Early morning cafeteria duty
173. Bubbling in pacing sheets
174. Bubbling in repetitive information in students which can be retrieved from the central computer center
175. Early morning duty in cafeteria
176. Secretarial duties
177. Discipline
178. Social Skills (Values, Manners, Table Manners, Common Courtesies)
179. Paperwork
180. Excessive paperwork
181. Cafeteria duty
182. Early morning duty
183. Early morning duty
184. Morning duty
185. Cafeteria duty
186. Paperwork
187. Writing unnecessary lesson plans
188. Cafeteria and early morning duty
189. Filling out forms and reports
190. Morning duty (less time to prepare for instruction)
191. Filling out a multitude of forms and bubbling work for computer
192. Morning duty

193. Cafeteria duty
194. Auditorium (Morning duty)
195. (Cafeteria) lunch duty
196. Committees of all sorts
197. Early morning duties and cafeteria duty
198. Having activities that require making costumes and posters. Having to ship for items needed for that activity.
199. Paper work takes away from classroom duties
200. Filling out permanent record folders
201. Questionnaires constantly
202. Early morning duties
203. General staff meetings
204. Lunchroom duty
205. Too many programs during the year
206. Filling out permanent record folders on new students
207. Distributing lunch cards
208. Detailed lesson plans
209. IDS
210. Forms to fill out
211. Having so much paperwork to cope with
212. More paperwork
213. More paperwork
214. Clearing the halls of class cutters
215. Writing newsletter inserts
216. Arranging special events
217. Does not apply. I am a new teacher and have no idea concerning A-D in reference to last year's questionnaire
218. Record keeping (especially homeroom teachers)
219. Dealing with attendance records, lunch applications, immunization records, etc.
220. Having to spend lunch period with students
221. The administration has an obsession with "show and tell" lesson plans
222. Supervising before and after-school functions and monitoring halls
223. Textbook inventories
224. Filling out miscellaneous forms and surveys that we receive regularly
225. Abundance of paperwork
226. Hall duty
227. Sending PEC notices to parents
228. In-school team chairperson
229. Keeping and issuing lunch cards to students
230. Bulletin boards
231. Paperwork
232. Clerical responsibilities
233. Paperwork
234. Selling Supplies, Taking up money for anything
235. Attendance Reports
236. Lesson Plans which require copying same information in T.E.
237. Grading papers, recording grades
238. Hall duty, handling discipline problems
239. Completion of all kinds of forms
240. Constantly keep a tab and/or unsuccessfully teaching paraprofessional
241. Too much time writing lesson plans
242. Collecting of money
243. Reading and signing data passed around

244. Data collecting for problem students
245. Bus duty
246. Teachers who do not perform on a professional levels
247. Testing
248. Trying to figure out what requirements are needed to keep up with all the paperwork. Need information on what paperwork should be completed at different time
249. Paperwork such as a designated lesson plan format, filling out forms
250. Doing secretarial duties
251. Bus duty
252. Primary teachers must complete bubble sheets in reading and math after each chapter or magazine, until pupils are mature enough to complete
253. Forms -- Paperwork
254. Completing this form
255. Paperwork
256. Filling out a form such as this other unnecessary paperwork
257. Cafeteria and bus duty
258. Paperwork (detailed lesson plans, attendance bubble sheets Special Ed. paperwork)
259. Having too much paperwork
260. Having to keep grade book updated for all subjects
261. Having to constantly monitor diagnostic folder
262. Constant testing
263. Bus duty
264. Non-duty free lunch
265. Paper corrections
266. Forms, surveys like this
267. Student records, data
268. Paperwork - administrative
269. Cafeteria duty interferes/planning time
270. Diagnostic Testing
271. Staffings
272. Homeroom duties
273. Early morning duty
274. Lunch room supervision
275. Interruptions by parents for conferences during the school day
276. Stopping to talk with a student or students about home problems and concerns
277. Stopping to call parents about sick and misbehaved students
278. Hauling and loading equipment and supplies
279. Setting up classroom for classes
280. Early morning duty
281. Early morning duty
282. No duty free lunch period
283. Lunchroom monitor
284. Monitoring lunchroom/playgrounds
285. Monitoring In-school discipline problems
286. Early morning duty
287. Filling out these questionnaires
288. Taking children to and from classes, etc.
289. Redundant paperwork
290. Test contact teacher responsibilities
291. Test contact teacher responsibilities
292. FTE responsibilities

293. Writing behavioral objectives in your lesson plans
294. Writing behavioral objectives on the board before each lesson
295. Paperwork
296. Trying to discipline students
297. Early morning supervision of early arrivals (before 7:30 A.M.) this interrupts planning before students are due at school: (5:45-8:00)
298. Inadequate lunch help makes it take too long
299. Being expected to keep the room clean-picked up
300. Lesson Plans
301. Daily cafeteria duty - principal insists
302. Conference time although there are no conferences
303. Field trips
304. Social events
305. Paperwork
306. Lunch
307. Breakfast duty
308. Worrying about scheduling computers -- there needs to be a computer lab with the class rotating under a lab instructor
309. Morning duties
310. Carry children home who miss the bus
311. Intercom messages so often
312. Instructional time is used to do tasks - that planning time is not allocated for -- laborious lesson plan format - needs to be shortened
313. Meetings and workshops on planning days
314. No supplies for music teacher causing classroom teacher to loose previous planning time
315. Participating in staffings
316. Maintenance of Special Education folders and data
317. Administering Assessments to referrals and re-evaluations
318. Student withdrawals (during classtime)
319. Filling out a multitude of forms
320. Intercom interruptions
321. Absences of music, P.E., library
322. Cafeteria, hall duty, etc.
323. Lesson plans
324. Paperwork
325. A lot of paperwork
326. Collecting money for field trips
327. Lunch tickets
328. Outside surveys
329. Heavy discipline
330. Filling out withdrawals for students
331. Attendance,
332. Filling out surveys,
333. Bubbling computer sheets,
334. Completing surveys and unnecessary for the students with special needs
335. Disruptive children who are members of itenerate classes who constantly disrupt my class
336. Rewriting lesson plans which are already given in CLO's according to month and semester
327. Correcting/grading papers
328. Keeping records/pernament record
329. Testing and follow-up
330. Filling out records for testing

331. Constant paperwork
332. Early morning duty
333. Lunch tickets
334. Paperwork
335. Career Week (too long)
336. Cafeteria Duty
337. Long Assembly Programs
338. Early morning duty
339. Paperwork
340. Early morning duty
341. Waiting on buses
342. None
343. Ordering supplies, etc.
344. Extra-curricula assignments
345. Community outreach
346. Hall duty
357. Recording tardy entries for homeroom students
358. Typing students' writings
359. Hall duty
360. Fundraising
361. Random or sporadically assigned duties revolving around non-academic events; proms, graduation or coronation
362. Paperwork - reports to complete
363. Telephone calls to parents
364. Disciplinary follow-ups
365. Lunch duty - elementary
366. Buses - Elementary schools
367. Record Keeping
368. Fund raising projects
369. None
370. Morning supervision
371. Chairperson of Assembly Programs
372. Bullentin Board Assignments Outside of Classroom
373. Paperwork
374. Auditorium, cafeteria, bus duty
375. Duties - cafeteria and hall
376. Staffings
377. Paperwork for the office
378. Dealing with attendance problems
379. Keeping duplicate records on students
380. Filling out lesson plan forms (I like the old legal pad, myself)
381. Taking up money for year books, photos, etc. I hate this!
382. Paperwork
383. Paperwork
384. Morning and afternoon duty
385. Too much paperwork
386. Collecting money
387. Excessive paperwork
388. Paperwork
389. Discipline problems
390. Lesson plans
391. Completing IDS forms (bubble sheets)
392. Preparing teacher-made or commercial practice activities (preparing monthly bulletin boards)

393. Teacher duties -- early morning cafeteria after school duties
394. Paperwork
395. Discipline
396. Early morning duty
397. Bulletin board in halls and cafeteria
398. All duties seem to be teaching duties -- omit some of the duties, give us time to teach and give feedback to the children
399. Duties
400. Collecting monies for, heart fund, UNICF, etc.
401. Leadership team meetings
402. Bus duty
403. Bus duty
404. Lesson planning
405. Discipline unruly students
406. Bus duty
407. Excess paperwork
408. Bus duty -- early morning and afternoon
409. Bubbling forms for IDS
410. Filing - for folders for learners
411. Preparing programs. Checking lunch reports
412. Discipline Problems - From problem students disrupting class
413. Lunch cards - help students keep up with their lunch cards
414. Surveys like this one
415. Lesson plans
416. Hall monitor
417. Preparing reports
418. Responding to surveys
419. Advisement
420. Paperwork
421. Walking students to lunch (high-school)
422. Mandatory cells to parents
423. Hall duty
424. Completing reports
425. Responding to various requests of supervisors
426. Extra curricular activities
427. Hall monitoring
428. Hall duty
429. Collecting money
430. Decorating for non-art programs
431. Drawing designs for program covers
432. Making posters and bulletin boards
433. Cafeteria Duty
434. Hall Duty
435. Filling out forms -- paperwork
436. Meetings during planning days
437. Signing withdrawals, progress sheets, etc.
438. Fund raising!
439. Fund raising!
440. Fund raising!
441. Filling out forms and questionnaires
442. Meetings
443. PEC Forms
444. In-school chairperson duties
445. Holding an absent teacher's class for lack of supply cuts planning time

446. Attendance reports and other reports that are requested throughout the year
447. Unscheduled activities
448. Clerical tasks which always seem more important than teaching
449. Survey-like this that are an exercise in facility
450. Lunchroom duties, bus duties, early morning duties
451. Teaching/enforcing manners, pupil to pupil respect
452. Teaching/enforcing health habits
453. I can't identify any
454. Bubbling information for student test
455. Referring children for staffing which does not materialize
456. Paperwork
457. Keeping up State records (PR Folders)
458. Using ditto machines -- even though XEROX is or should be available
459. Teacher meetings where personal problems are discussed until after the 4:00 hour
460. Hall duties
461. Too much paperwork
462. Too many cluster meetings
463. At the present, there are no non-teaching duties that take away from instruction
464. There are too many cluster meetings
465. Too much paperwork
466. Paperwork
467. Paperwork
468. Paperwork
469. Redundant paperwork
470 Hall duty
471. Hall duty
472. Redundant paperwork
473. I find I have to spend time getting students in order.
474. I have to find time to listen to parents when they just drop in.
475. PTA programs
476. Dealing with attendance small sheets and actual cards - alphabetical)
477. Meetings
478. Filling out forms that arrive late at school with a deadline
479. Filing
480. Clerical duties
481. Attendance cards and forms
482. Filling out reports
483. IDS forms
484. Disciplining disruptive children; calling parents
485. Taking children to restroom
486. Completing reports, checking papers, making bulletin boards, running off materials, preparing materials for teaching
487. Preparing reports
488. IDS
489. Lesson plans
490. IDS
491. Lunch reports
492. Questionnaires
493. Paperwork
494. Completing forms
495. Paperwork
496. Paperwork

497. Paperwork
498. Paperwork
499. Discipline
500. Cafeteria (duty)
501. Early morning and afternoon duties
502. Attendance
503. Surveys
504. Discipline
505. Bubbling IDS answer sheets
506. Writing detailed lesson plans (during the 30 minutes of planning time - not enough time to prepare materials for instruction)
507. I feel teachers of elementary students do not get adequate planning time. Most time is 30 minutes on the average of two to three times each week if one is lucky, depending on another teacher being present. I believe my instruction would improve if I were given larger amount of time.
508. Reports -- IDS
509. Paperwork
510. Children's social problems
511. Parents not doing job -- such as cleanliness, etc.
512. Having to discipline the students
513. Taking care of children's social needs
514. Cafeteria duties
515. Preparing reports, both local and state
516. Interruptions, filling out forms, getting supplies, etc.
517. Meeting requests and demands promptly from other staff members and administrators.
518. Hall duties sometimes
519. Having to leave my class to discipline a student in the halls or in another classroom
520. Excessive paperwork
521. Registering students
522. Attending meetings
523. Hall duty
524. Paperwork
525. Advisement/scheduling
526. Hall duty
527. Weekly faculty meetings
528. Hall duty
529. Field trips
530. Discipline
531. Hall duties
532. Bus duties
533. Cafeteria duties
534. Hall duty
535. Short period of planning time
536. Proper improper workshops in related areas
537. Bus and afternoon duties
538. Lunchroom duty
539. Paperwork
540. Discipline problems
541. Preparing bulletin boards
542. Writing school plans
543. Long lesson plans -- too much detail required

544. Discipline problems
545. Lunchroom duty
546. Paperwork
547. Deal with discipline problem (phone parent to pick up student when office should handle - takes 20 minutes sometimes)
548. Phone parent to pick up ill students (office can do)
549. Deal with discipline problem
550. Time consumed in writing detailed lesson plans, correlating with test objectives, CLO, etc.
551. Maintenance of folders, etc., for review by others
552. Discipline of students, especially those who are disruptive or refuse to do work
553. Writing objectives on the board
554. Mandatory paperwork for local, state, and federal purposes
555. Amount of time doing lesson plans when a plan book is all a teacher needs
556. Serving on too many committees
557. Paperwork
558. Early morning duties
559. After-school duties
550. Textbook ordering and keeping account of for whole school
551. Staff development contact person
552. School publications
553. Filling out forms to meet a deadline
554. Collecting required materials from students such as forms and questionnaires
555. Paperwork which is always marked "due now."
556. Duties before and after school
557. Paperwork, i.e., Questionnaires
558. Homeroom responsibilities
559. School (administrative) paperwork
560. Discipline
561. Constant phone calls to parents for serious things
562. Documentation of student negativeness
563. Collecting money (yearbook, prom, pictures, etc.)
564. Completing and follow up on tardies
565. Telephone calls and follow up on class cuts
566. Paperwork
567. Hall duty
568. Hall duty
569. Completing paperwork for administration
570. Collection of monies (homeroom), i.e., class fees; locker; PTSA; special drives
571. Hall duty assignments
572. Reprimands, punishment, discipline problems
573. Committees
574. Homerooms
575. Completing tardy forms
576. Homeroom schedules
577. Paperwork to send to area or central office personel
578. Ordering supplies
579. Special programs and assignments
580. Discipline
581. Ordering supplies
582. Paperwork

583. Duty assignments
584. Ordering supplies
585. Paperwork
586. Duty assignments
587. Paperwork
588. Duty assignments
589. Ordering supplies
590. Paperwork
591. Duty assignments
592. Paperwork
593. Grading papers
594. Duty assignments
595. Paperwork for school
596. Grading papers
597. Duty assignments
598. Early morning duty
599. Committee meetings
600. Too many assembly programs
601. Collecting fees for photographs, tee shirts, etc.
602. Collecting money for field trips
603. Paperwork and other clerical duties
604. The documentation of school plans
605. Filling out forms
606. IDS sheet tally's and recordings
607. Too much paperwork
608. Too many meetings
609. Discipline
610. Extra paperwork
611. Paperwork
612. Early morning duties
613. Programs scheduled during the reading or math periods
614. Lunchroom duties
615. Committee meetings
616. Collecting money for various charities (or having someone else disturb you by collecting)
617. Special programs (needed, but would consume less time if sponsor was given more autonomy)
618. Keeping other teachers' children who have had discipline problems
619. Having too many committee responsibilities and meetings (time could be spent teaching and/or planning)
620. Early morning duty
621. Excessive paperwork
622. Paperwork
623. Meetings
624. Discipline
625. Excessive paperwork
626. Too much paperwork
627. Paperwork
628. Discipline problems
629. Filling out reports
630. Filling out surveys
631. Too much paperwork
632. Hall duties, etc.
633. Interruptions from office

634. Hall duty
635. SST
636. Taking inventory for books and furniture
637. Filling out surveys
638. Paperwork unrelated to teaching children
639. Behavior problems in classroom
640. Bulletin boards in hallways
641. Paperwork
642. Lesson plans
643. Duplicated work
644. Preparing bulletin boards in halls
645. Paperwork
646. Cafeteria and hall duty, etc.
647. Recordkeeping
548. Managing discipline problems
649. Constant disruption in the hall and having to leave my classroom to send students on their way
650. Remove me from the classroom
651. Extra paperwork in the class
652. Counseling with students who continuously cause disturbances during class period
653. Continuous completion of discipline referrals which are for repeat offenders daily
654. Attendance cards -- updating
655. Advisement -- should be done by counselor
656. Answering questionnaires and completing surveys
657. Handling disruptive students
658. Collecting monies, collecting and distributing textbooks, etc.
659. An excessive number of assembly programs
660. Paperwork which is often duplicated and requested at the whim of anyone
661. Unimportant meetings
662. Bubbling in IDS forms
663. Surveys like this one
664. Meetings
665. Unscheduled programs, etc.
666. The many on-duty jobs -- morning duty, afternoon duty, etc.
667. The loads and loads of secretarial paperwork duties
668. Filling out questionnaires like this one!
669. Writing teaching plans to suit others
670. Bubbling in computer sheets for IDS reports for reading and math
671. Writing lesson plans weekly
672. Having a lot of extra programs of the end of the year; some of them should be earlier in the year
673. Passing out, taking up materials, and keeping records of individual student's fund-raising for PTA
674. Taking up monies for magic shows, snacks, movies, sock hops, etc.
675. Coming back to the school for late afternoon and evening programs or activities
676. Distribution of lunch cards
677. Collecting monies for field trips, etc.
678. Lunch duties
679. Bus duties
680. Hall duties
681. Early morning cafeteria duty

682. Too many faculty meetings; faculty meetings held too long; two-hour meetings are too long
683. Excessive paperwork
684. Completing forms
685. Lunchroom duty (breakfast)
686. Early morning duty
687. Forms for excessive paperwork
688. Excessive ineffective workshops
689. Lesson plans (weekly)
690. Excessive paperwork
691. Paperwork
692. Before- and after-school duties
693. Breakfast duty
694. Committees
695. Early morning duties
696. Too much paperwork
697. Completing forms
698. Hall duties
699. Homeroom duties
700. Attendance
701. Lunch card paperwork
702. Scheduling students
703. Completing reports (school, area, state)
704. Calling parents
705. Getting students off the halls
706. Paperwork: in-school (phone logs) and outside (unexcused absences) -- especially that which duplicates information already reported (see examples)
707. Police work: time before/during/after teaching duties taken for monitoring hallways, etc. instead of readying to teach
708. Meetings -- especially those held just to have a meeting, in which information is read to me and sermons are delivered
709. Lunchroom duty
710. Hall duty
711. Morning and lunch duties
712. Paperwork for central and local office
713. Discipline, discipline, discipline
714. Discipline
715. Paperwork that is unnecessary
716. Paperwork
717. Having students write objective all the time before each subject change
718. Handling discipline problems
719. Fill out forms and surveys
720. Early morning duty
721. Leaving classroom to contact parents about attendance and discipline
722. Paperwork
723. Discipline
724. Committee assignments, etc.
725 Paperwork
726. Paperwork
727. Hall duty
728. Cafeteria duty
729. Bus duty
730. Hall duty

731. Filling out excessive paperwork
732. Filling out unnecessary questionnaires; reports
733. Distributing duplicate copies of lesson plans, in-school assignments which are seldom returned
734. Traveling between schools
735. Trying to get students to class on time
736. Paperwork
737. Homeroom: (lunch cards, collecting money for charities, conducting elections for officers, etc.)
738. Being responsible for upkeep of staff copier machine (calling repair service, keeping track of copies per teacher, etc.)
739. Coordinating assembly programs
740. Writing EIP's
741. Staffings
742. Paperwork
743. Record keeping
744. Attendance - roll book - collections
745. Supplies - collecting
746. Lunch duty
747. Bus duty
748. Homeroom
749. Keeping track of class cutters
750. Survey forms such as this!
751. Travel to and from four schools per day, six per week
752. Attendance
753. Attendance
754. Lunch cards
755. Lockers
756. Paperwork
757. Unnecessary paperwork
758. Particular student discipline problems
759. Excessive paperwork
760. Hall monitoring
761. Fire drills
762. Excessive paperwork
763. Hall monitor
764. Bus duty
765. Lunch room monitor
766. Lunch room monitor
767. Finding kids for special opportunities
768. Videotaping programs
769. Booklets for Central Office promotion
770. Complicated lesson plans -- too detailed (supply teachers cannot follow)
771. Repetition of CLO's (syllabus, plans, daily on board)
772. Attendance cards (monitoring)
773. Calling each parent if student has a deficiency notice.
774. Disciplining of students
775. Monitoring halls
776. Paperwork
777. Paperwork, documentation
778. Shorter homeroom -- check roll -- go to first period class -- then announcements -- homeroom is the first chance they have to disrespect the rules
779. Disciplining students

780. Monitoring hall
781. Having to hold classes on planning period
782. Having to erase and write the same lesson objective on the board beginning of each class. I teach the same subject four consecutive periods.
783. Having to hold someone else's class on my planning period
784. Writing schedules and schedule changes. Updating the same class roll over and over again
785. Schedule and schedule changes
786. Trying to keep up with all the paperwork from outside the classroom
787. Some homeroom obligations (attendance, recordkeeping)
788. Paperwork, paperwork, paperwork
789. Paperwork -- state and local
790. Discipline problems
791. Lesson plans
792. Paperwork
793. Paperwork, paperwork, paperwork
794. Monitors
795. Lesson plans
796. Students being disruptive
797. Some non-teaching duties which take away from instruction are filing papers, ordering school supplies, and passing out meal cards
798. Paperwork
799. Early morning duty -- no preparation time
800. Paperwork, reports, reports, reports
801. Attendance
803. Detailed lesson plans
804. Filling out forms
805. Morning and afternoon duties
806. Interruptions on the intercom
807. Detailed lesson plans
808. Other paperwork
809. Paperwork, paperwork, paperwork
810. Hall duty
811. Holding classes
812. Extra-curricular activities
813. Hall duty
814. Meetings during class time
815. Covering classes during planning
816. Meetings
817. Paperwork
818. Using planning period to cover a class or for assembly using planning days for meetings - not being able to plan for course - pre and post days
819. Intercom interruptions
820. Hall duty
821. Paperwork
822. Testing
823. Hall duty
824. Morning hall duty when I need to be preparing for instruction
825. Disrespective/disruptive students
826. Completing paperwork from central office and outside organizations
827. Handling discipline problems (counselor needed)
828. Lesson plans for checking
829. Picking up and taking students to classes
830. Media Center monitoring by teachers

831. IDS bubble sheets
832. Lesson plans
833. Monitoring of Media Center
834. Disruptive students
835. Lesson planning
836. End-of-level test administration
837. Bus duty
838. Handing out lunch cards -- in the morning
839. Writing CLO's on the board before each lesson
840. Lesson plans
841. Paperwork
842. Survey forms, questionnaires
843. "Elaborate" lesson plans
844. All extra paperwork
845. Early morning duty causes you to be tired before the school day begins and also takes away from the time needed to prepare for the activities of the regular school day.
846. Cafeteria duty
847. Bulletin boards outside classroom
848. Lunch cards
849. Teacher responsibility for school activities (S.G.A., Honors Day, Awards Day, Field Day, etc.)
850. Meetings take away time when learning activities could be made
851. Excessive writing of lesson plans
852. Assigned duties in the a.m.
853. Assigned special school projects
854. Morning and afternoon duty in hall, auditorium
855. Loads of paperwork (redundant)
856. Bulletin boards
857. Duties (school store, intercom, etc.)
858. Paperwork
859. Teaching for test-taking
860. Writing objectives on board
861. Monitoring the halls (no one does it; if you try, the student abuse is awful)
862. Paperwork: surveys, forms, etc.
863. Early morning duty
864. Hall decorations; bulletin boards
865. Bubbling scan sheets
866. Attendance cards and cut slips
867. Lesson plans
868. Required courses
869. Evaluations
870. Fund raising
871. Athletics competition
872. Fund raising
873. Homeroom
874. Too many ancillary activities from outside school -- contests and other activities
875. Various festivals, music, social science, language arts, etc.
876. Paperwork
877. Hall monitoring
878. Hallway duty
879. Lunchroom monitoring

880. Bus duties
881. Paperwork
882. Recordkeeping
883. Cafeteria duties
884. Detailed lesson plans
885. In-school performances
886. Out-of-school performances
887. Surveys
888. Paperwork from outside of the school
889. Dealing with students;' personal problems
890. Hall monitoring
891. Staffing/meeting/assembly programs
892. Interruptions from main office
893. Numerous performances away from school during school time
894. Surveys
895. Field trips
896. Assemblies
897. Cafeteria duty
898. Collecting money
899. Filling out numerous forms
900. Filling out numerous reports (questionnaires!)
901. Cafeteria duty
902. Collecting money
903. Receiving trip monies, etc.
904. Paperwork
905. Meetings
906. Collecting money (for trips, supplies, etc.)
907. Cleaning (sweeping, dusting, mopping in some cases)
908. Making reports (i.e., unexcused absence reports)
909. Monthly hall bulletin boards
910. Attendance reports, book, etc.
911. Paperwork (excessive)
912. Paperwork
913. Recordkeeping for PTA activities
914. Collecting and counting money, reports, bubbling
915. Filling out forms
916. Receiving and recording money for trips, fundraisers, etc.
917. Discipline problems
918. In-school team chairperson responsibilities
919. Paperwork
920. More paperwork
921. Paperwork
922. Unscheduled assemblies
923. Repeated requests for same information that was previously furnished
924. Filling out forms -- IDS, attendance, etc.
925. Lunch cards (passing out)
926. Serving on committees and groups within the school
927. Passing out lunch cards
928. Discipline
929. Paperwork
930. Paperwork -- lunch cards, seat tickets, folders, QBE
931. Teacher surveys like this one (busiest time of year)
932. Meetings about no discernible topic

933. Filling out surveys
934. Bubbling test sheets
935. Filing
936. Paperwork: lunch cards, attendance, questionnaires
937. Survey is too long; consumes too much of my instructinal time
938. Filling out forms 0 lunch applications, etc.
939. Filing paperwork, checklist forms, etc.
940. Dealing with tardy and cut lists
941. Paperwork
942. Working the hall between classes
943. Hall duties
944. Lunch duty
945. Any paperwork/clerical work that does not come under job description
946. Completing reports/paperwork
947. Time and place of doing reports are not feasible
948. Immediate paperwork due yesterday but received today
949. Lunch duty
950. Paperwork
951. Last-minute paperwork (due in now)
952. Many -- like SST, Schoolwide Plan, Lesson Plans (8-9 pp./wk.) -- do not always take place on instructional time, but take away from preparation/planning time, and are occasionally done, out of necessity, on instructional time
953. Lesson plans
954. Handling discipline
955. Paperwork
956. School withdrawal; paperwork
957. Lunch forms
958. Diagnostic folders for area office/state
959. Paperwork
960. Paperwork
961. Paperwork -- excessive
962. Frequency of discipline problems
963. Administrative paperwork
964. Reports
965. Discipline!!!
966. Paperwork!!!
967. Lunch cards
968. Homeroom clerical work
969. Useless in-service and faculty meetings
970. Homeroom duty
971. Written lesson plans that have been structured by LCO
972. Class notes - phone messages
973. Grading papers, meetings
974. Duty in hall between classes
975. Maintaining permanent records
976. Homeroom duty
977. Hall duty
978. Filling out forms about nonsense
979. Hall discipline
980. Arguing with hard-headed students
981. Nowhere to turn for help with disruptions
982. Hall and cafeteria duty
983. Hall and cafeteria duty

984. Early morning duty
985. Paperwork
986. Disciplining
987. Early duty/hall monitoring
988. No help from aides. Only Chapter I people get them
989. Attendance/student files update
990. Personal time with students/problems
991. Team meetings; curriculum meetings during planning
992. Discipline of students
993. Having to eat lunch with your students
994. Early morning duty
995. Unnecessary meetings
996. Filling out forms, doing IDS bubble sheets
997. Filling out questionnaires, correcting/grading papers
998. Keeping folders, sending information to parents who never return it
999. Discipline
1000. Too much paperwork
1001. Cafeteria duty
1002. Bus duty
1003. Hall duty
1004. Excessive paperwork (forms, etc.)
1005. Too much paperwork
1006. Filling out various forms (paperwork)
1007. Monitoring bus
1008. Monitoring cafeteria (breakfast, lunch)
1009. Collecting monies for trip, etc.
1010. IDS bubble forms
1011. Detailed lesson plans
1012. Making a class list for anyone who request it
1013. Keep track of lunch cards and method of payment by students
1014. Maintaining five diagnostic folders per child in a classroom with objectives
1015. Frequent testing
1016. Bubbling in sheets
1017. Auditorium and cafeteria duties
1018. Hall duties
1019. Working with special programs
1020. Paperwork (too much)
1021. Hall duties
1022. Setting up for programs (decorating)
1023. Hall duty
1024. Preparing morning announcements
1025. Useless meetings
1026. Hall duties
1027. Useless paperwork
1028. Monitoring the hallways
1029. Several hours needed to "WRITE" lesson plans!
1030. IDS reports
1031. Settling arguments and fights, or tracing the origins of fights, etc. among students who repeat and repeat!
1032. Constantly dealing with major discipline problems
1033. Excessive requests for information from office of data that is already on file in the office
1034. Too much time expended to get, find, prepare or borrow basic teaching materials
1035. Morning and afternoon duty
1036. Morning and afternoon duties

1037. Lunchroom duty
1038. Paperwork
1039. Discipline
1040. Completing numerous forms
1041. Gathering and maintaining some of the materials for State plans
1042. Completing forms like this and no changes ever made
1043. Fund raising efforts
1044. Paperwork
1045. Paperwork
1046. Early morning duties
1047. Walking to
1048 Early morning duty
1049. Assigning teachers to school organizations without consenting with us first. It should be done on a voluntary basis.
1050. Cafeteria duty
1051. Holding classes
1052. Excessive paper work; lesson plan books
1053. Cafeteria duty
1054. Bus duty
1055. Morning duty
1056. Assisting students who are ill in the classroom
1057. Cafeteria duty
1058. Early morning duty
1059. Paperwork
1060. Updating permanent record cards
1061. Cafeteria duty
1062 Early morning duty
1063. Paperwork
1064. Paperwork
1065 Paperwork
1066. Lesson plans
1067. Cafeteria duty
1068. Making lesson plans
1069. Inventory
1070. Big Group activity
1071. Early morning duty, cafeteria duty on teacher's lunchtime
1072. Excessive paperwork
1073. Early morning Duty
1074. Bus duty
1075. Lunch duty
1076. Walking students back and forth to other classes
1077. Bus duty
1078. Cafeteria duty
1079. Paperwork
1080. Paperwork
1081 Lunch duty
1082. Cafeteria Duty
1083. Early morning duty
1084 Paperwork
1085. Making lesson plans

1086. Taking up funds
1087. Bus duty
1088. Attendance
1089. Taking up funds
1090. Staff asking for monies for different occasions
1091. Morning duty
1092. Paperwork
1093. Discipline problems
1094. Paperwork
1095. Morning duty
1096. Lunch duty
1097. Discipline students
1098. Early morning duty
1099. Currently no duty free lunch
1100. Paperwork
1101. Bulletin Boards
1102. Running off materials
1103. Bus duty
1104. Cafeteria duty
1105. Too much paperwork (bubbling, etc.)
1106. Lunch tickets
1107. Paperwork
1108. Lunch ticket monitoring
1109. Dusting room and washing chalkboard (This is done after school)
1110. Calling parents when child gets sick, etc. at school.
1111. Controlling movement of students on the hall
1112. Bus duty
1113. Excess paperwork
1114. Running off dittos
1115. Collecting money for different groups/organizations takes away from planning time.
1116. Writing daily teaching plans
1117. IDS unit reports
1118. Collecting monies for pictures, filling out forms, etc.
1119. Collections made by staff and students.
1120. Maintaining discipline
1121. Paperwork
1122. Unscheduled interruptions
1123. Excessive paperwork
1124. Being a bystander when principal speaks to us..
1125. Weekly staff meetings
1126 Too much paperwork
1127. Confiscating candy
1128. Memos circulated throughout the day
1129. Administrative responsibilities
1130. Constant updating of seat tickets
1131. Too much emphasis placed on "neat" "wordy" lesson plans
1132. Too much time is spent <u>copying</u> objectives and methods from teaching guides

1133. Cafeteria duty
1134. Hall duty
1135. Paperwork
1136. Discipline!!
1137. Intercom interruption (unnecessary stuff)
1138. Hall duty
1139. Paperwork
1140. Hall duty
1141. Cafeteria monitor
1142. Paperwork
1143. Filling out class cut slips
1144. Excess paperwork
1145. Hall duties
1146. Paperwork
1147. Extra duty-time
1148. Completing survey forms
1149. Being a member of the school-plan committee
1150. Being a member of the schedule committee
1151. Talking to students with bad behavior
1152. Making lesson plans
1153. Excessive paperwork
1154. Discipline problems
1155. Early morning duty
1156. Attendance and lunch reports
1157. Morning/afternoon duties
1158. Surveys
1159. Morning and afternoon duty
1160. Surveys
1161. Creating instructional materials
1162. Bubbling students answer sheets or chekcing behind the students after they have bubbled
1163. Withdrawing a student in the middle of the day
1164. Homeroom activities/grade level activities
1165. Record keeping
1166. Committee meetings
1167. Planning -- carrying out plays -- programs
1168. Excessvie paperwork
1169. Early morning duty
1170. Too many committee assignments
1171. Bulletin board displays
1172. Discipline
1173. Paperwork
1174. Bus duty
1175. Breakfast duty
1176. Cafeteria duty
1177. Bus duty
1178. Auditorium duty
1179. Solving problems that should be solved in the home
1180. Parents sending sick children to school
1181. Paperwork
1182. Teachers are continuously asked to write this - fill out that - participate in this survey. This very thing I am doing now is excess work
1183. Filling out questionnaires
1184. Preparing and filling out PRC
1185. Testing

PART III - TEACHER SUGGESTIONS
RESPONSES TO QUESTION B

B. Please list topics on which you would like to have Staff Development programs made available to you.

1. Discipline
2. Identifying students for staffing
3. Classroom discipline
4. How to help hyper-active students in classes
5. How to make paper-work easy
6. Involving parents in the classroom
7. Working with para-professionals
8. Science Programs
9. Social Studies Programs
10. Computer In-Service
11. Science
12. Creative writing
13. Incorporating Science/Math in reading
14. Worshop between media specialist and teachers
15. I would like Foreign Language Classes - how to teach students who cannot speak any English
16. Learning computer language
17. How to procure for my room some of the good materials that are available to the richer-area schools
18. How to get accepted for some of the high-paying workshops and summer jobs that the same people seem to get over and over
19. How to understand and benefit from the APS political system
20. Discipline - peer pressure
21. Discipline - peer pressure - how to resolve conflict effectively
22. Creative curriculum ideas. Students need time to enjoy school and to learn how to be humane and productive
23. Understanding and using test scores effectively
24. Drug awareness
25. Mandatory Pre-school
26. Pre-First Grade
27. Whole language approach
28. Use of literature in reading program
29. The slow learner
30. Classes that one could get credit towards a masters or any other higher degree
31. Compuer workshop
32. Science workshop
33. Science - "hands on" activities requiring simple supplies
34. Math - manipulative materials
35. Planning a day to include reading groups and <u>all</u> other subjects
36. Stress
37. Discipline - Assertive
38. PR with black parents
39. First Aid and CPR
40. Behavior modification
41. Counseling
42. Assertive discipline
43. Learning Centers

44. Time saving ideas
45. Communication skills/Interpersonel skills
46. Teacher sharing session on time - saving hints
47. Teacher observation times - observing other teachers to get ideas
48. First Aid and CPR
49. Stress Management
50. Behavior Modification/Counseling options
51. The courses at the ISC are a joke! They are a waste of time and an insult to my intelligence.
52. Promoting self worth among students . . . tone of voice, body language
53. Stress management techniques for entire faculties
54. Whole Language Approach or Math Their Way! Workshops
55. Only if they are taught by qualified individuals!
56. Demonstrate manipulatives for grade four and up
57. A new effective way to teach word problems
58. Science - list of supplies needed and ways to have them on hand and available at all times.
59. Math Labs
60. Questionning
61. Behavior Modification
62. Computers in classroom
63. Hands on alternatives to textbook teaching Science and Social Studies
64. Science Programs
65. Better, more relevant classes at ISC
66. Stress management
67. Classroom management (paperwork)
68. Stress management
69. Computer Technology
70. Building High Esteem and Morale for Teachers
71. Whole Language Approach to Reading
72. Math Strategies -- games, activities
73. Whole Language Experience
74. School-Based Management
75. Computer Technology (Literacy)
76. Building Morale Among Co-Workers
77. Principals vs. teachers (All teachers are capable of teaching) (Not a few) Principal's Pets
78. Recognition for being a teacher
79. Inservice Programs
80. Drugs
81. Creative discipline
82. Art Projects
83. Hands-on science
84. Detecting and recognizing learning disabilities
85. Detecting and recognizing and using learning
86. Detecting styles
87. Meeting the needs of the Urban African-American Male in the Classroom
88. How to deal with slow learning (learning disability) children
89. How to add some pizazz to boring content lessons
90. How to effectively deal with discipline problems in the classroom
91. Time Management
92. Discipline
93. L.D.B.D. Expectations
94. Interpersonal relations

95. Teaching writing
96. Integrating subjects
97. Using literature in the classroom (for other subjects, too)
98. Modality teaching
99. Stress Management
100. Creative Teaching Strategies
110. Creative dramatics
111. Computer programming
112. Positive discipline
113. Creative ideas for teaching various content areas specific to grade level and textbook objectives
114. How to avoid burn-out
115. Remedial students
116. How do teachers get the authority, power, respect, decision making that we deserve
117. How to realistically teach all subjects everyday
118. How to change careers
119. Peer Coaching
120. The Mom and Child
121. Discipline Strategies
122. Discipline
123. How to deal with teachers that do not teach their students adequately
124. How to teach in a school were you are the minority
125. How to deal with parents that do not care about education
126. Descipline
127. Using basal reading programs as one tool for teaching reading
128. Teaching reading comprehension
129. Process writing workshops
130. Discipline
131. Teacher/Parent Relationship
132. Reading Workshop
133. Building self-esteem
134. Directed Reading Lesson
135. Affective Problem Solving Techniques
136. Integrating reading using the whole language approach
137. Uniform lesson plans format
138. Show how teacher's can fit all subjects into one day
139. Teacher performance with identified drug addicted babies
140. Behavioral disorders of students from parents and others in drug infested community
141. Development of self-esteem for students living in drug infested community
142. Reading
143. Effective descipline
144. Stress management
145. Making reading/math materials
146. Obtaining supplies not furnished (donation -- go to companies to get paper.)
147. Methods to be used with hyperactive children and children with short attention span
148. Children that have been exposed to drugs during birth
149. Effective teaching strategies in content areas
150. Implementing effective discipline plans
151. Stress Management
152. Using centers more effectively continuously during the day
153. Tutoring programs

154. Attention deficit disorders
155. All teachers should be able to attend conferences that effect their areas of teaching with the System compensating them for at least one
156. Media Use (Audio-Visual Equipment)
157. Discipline workshops
158. Computer Technology
159. Uniform Discipline Program
160. Uniform discipline policy
161. Professional ethics
162. Flexible scheduling
163. Discipline in the Classroom
164. Progam dealing with
165. Financial assistance (grants, scholarship) available to teachers wishing to acquire a higher degree beyond their bachelors
166. Assertive Discipline
167. Science for Early Childhood
168. Stress-Management
169. How to work with and teach children with special needs (i.e., homeless, "crack babies, abused children, etc.)
170. Parental involvement
171. Discipline
172. Helping students cope with emotional and stressful situations
173. Discipline
174. Classrom management with focus on disruptive children
175. Discipline
176. Motivation Techniques
177. Teaching the Disadvantaged
178. Discipline
179. Whole language
180. Art
181. Discipline in the school
182. The sexual abused child
183. The child abuse child
184. Organization and Management
185. Discipline
186. Special Education
197. Language arts
198. Science
199. Social Studies
200. Motivational activities
201. Current trends in Young Adult Literature
202. AIDS workshop
203. Instructing the academically slower learner
204. Motivating inner city youths
205. Tactile/kinesthetic class modifications for academically deficient students
206. Effective coordination of Chapter I program with regular school program
207. Computers in clases for learners with special needs
208. Whole language programs
209. Discipline - effective methods
210. Using learning styles effectively
211. Assertive Discipline Techniques (Show and Tell)
212. Classroom Management Techniques that work
213. How to make and implement teacher made materials for different levels of learning styles. (Guy D'amelio is an expert in that field.)

214. Whole Language Approach
215. Whole Language Approach
216. Teaching unidentified LD children
217. Computer activities
218. Stress reduction
219. Assertive Discipline
220. Motivating reluctant learners
221. Assertive disciplines
222. Flexible scheduling in Media Center
223. Cooperative planning with teachers/media specialist
224. Paraprofessional Training in elementary reading, math, and typing skills
225. Language Approach in reading
226. The use and value of Manipulatives in early graders
227. Too many meetings already
228. Ways black children learn
229. Effective ways to collect data on B.D. students
230. How to make centers function effectively
231. Additional African studies
232. Additional computer classes
233. Creative Grade Book programs that can "help" New teachers
234. Black Cultural Experiences
235. Teacher's Resource Center (with available materials and resources)
236. Co-dependency - what is it?
237. What is a dysfunctional family?
238. How can we better teach those from a dysfunctional family?
239. Classroom Discipline
240. Cooperative learning
241. CLO Workshop
242. Minimum Skill Requirements
243. Discipline Workshop
244. Programs available "Morale Building" (teachers and parents)
245. Motivation In Classrooms for difficult pupils, slow learners
246. Relaxation in classroom
247. Innovative ways of teaching reading
248. Whole language
249. Effectively managing time/work duties
250. Black History in American
251. African History
252. Student discipline
253. Reading comprehension
254. Math manipulatives
255. Success of Black English speakers
256. Linguistics and Reading Disability
257. Regular Teachers' Exceptional Children's Refresher
258. Science, Health, hands-on products
259. Discipline that is effective
260. Teacher-made games, learning aids
261. Ways in which teachers can help parents provide effective growth for their children
262. Ways in which teachers can identify students that have possible drug problems on the elementary level. (K-2)
263. Effective use of computers in classroom
264. Comprehension skills
265. Schoolwide discipline strategies that work

266. Stress inservice
267. Discipline
268. Motivation Inservice/low achievers due to family environment
269. Stress inservice for teachers
270. Discipline inservice
271. Apple Computer workshop
272. Strategies for dealing with the unmotivated gifted student
273. Teaching reading to the slow learner
374. Measurement
375. Fractions
376. Language Arts/The Whole Approach
377. African-American Infusion Workshop
378. Special techniques to use with the "crack babies" who are due to start school very soon
379. Anything by the PEC coordinators
380. Courses that will enhance school discipline
301. Finding ways to involve parents
302. Children who use profanity
303. Average children in lower grade for the grade
304. Science
305. Word problems in math
306. Increasing student and parent self-esteem
307. Improved communication skills among staff (administration included)
308. Time management skills
309. "Hands-on" science
310. Whole language ideas
311. Increased self-esteem
312. Drug awareness
313. More emphasis on creativity in learning, i.e., cooperative learning, etc.
314. Dealing with the inner-city student
315. Behavior and discipline
316. Handling students pesonnal problems tactfully
317. Referrals receiving immediate attention
318. Using media in the classroom
319. Building teacher self-esteem
320. Understanding the Urban Child
321. Dicipline
322. Motivational techniques in the classroom
323. Handling stress
324. Teacher's Rights VS. student's rights
325. Whole language approach
326. Operating A-V equipment
327. Dealing with irate parents
328. Motivating parents from apathy
329. Creating community involvement in school activities
330. Math in the Classroom (hands on)
331. Science in the classroom
332. Lesson plans made easy
333. Meeting the educational needs of homeless children
334. Test taking skills
335. Directed Reading Lessons
336. African-American History
337. How to improve communication within your school community
338. How to develop a comprehensive parental involvement program

339. Community outreach as a tool in improving instruction
340. Classroom management as a part of curricula
341. Professional development within the discipline areas
342. Building self respect and self worth in young adolescents ages (9 to 13)
343. Individualizing instruction
344. Developing effective remediation programs and materials for such programs in courses
345. Motivation of students
346. Writing/reading
347. Curriculum objectives
348. Teaching the "urban student"
349. Alcohol and drug abuse course required for all teachers and personnel. There is a course offered, but not required
350. Classroom management
351. Foreign language concerns
352. Sex education and personal growth and development
353. Teaching about aids and drugs
354. Maintaining and controlling discipline problems
355. Discipline
356. Urban families and their needs
357. Drugs and the Middle School Children
358. Teen pregnancy in the middle school
359. How to motivate the poort students (. . .poor financially but more than that, poor in skills. . .) The self-esteem groups were a good idea but they were limited in scope and effectiveness
360. Too many students learn how to talk back, act out, act grown, and avoid learning academic and life skills. This is frustrating to me but may be tragic for them. Please find ways to help. The slogans and posters are nice, but a weak substitute for values that should come from home. African-infusion is great. BUT . . . . even if your great-great-great-great-great-grandmother was a gueen, it doesn't mean your father lives in your home or makes an honest living. These students need a real life now, not just dressed up history. They need pride in today. So they can believe in tomorrow. Do some research in what really helps these kids. Then teach us what you have learned. I'll be there on the front row. Thanks!
361. Discipline
362. Motivating underachievers
363. How to build self-esteem in students
364. Focus on Spanish because of upcoming Spanish CLO's
365. More workshops to become more familiar with using ALL equipment for computers
366. Writing across the curriculum
367. Using cooperative small groups as an instructional strategy
368. Planning and presenting projects for language arts or social science fairs
369. Whole language appraoch to teaching reading
370. Discipline
371. Classroom Management
372. Discipline
373. Stress management for teachers and students
374. Classroom subject motivators
375. Discipline
376. Workshops on how to work with today's child
377. Staff professionalism
378. Parent involvement

379. Classroom management
380. Discipline
381. Parent Involvement
382. More Science Programs -- to get more insight on Science Projects
383. Listening skills. (How to develop good listening skills)
384. Preparing reports
385. Computer
386. Behavior Modification
387. Specific activities and suggestions for different learning styles
388. Communicating with the home
389. Teacher morale
390. Teacher-staff relations
391. Leadership training
392. Computer programing
393. Critical thinking
394. Classroom Management
395. Ways to increase student morale and expectations
396. Classroom management and discipline
397. Effective motivational techniques for teachers
398. Goals, objectives of educators (review for all)
399. Evaluating students
400. Motivating students
401. Teaching reading and writing
402. More classroom management
403. Computer training
404. Student motivation
405. Time management
406. Classroom discipline and management
407. How to attain school cooperation in developing a homework requirement and a policy against cheating
408. Organizing individualized instruction
409. Teaching strategies
410. Best use of A.V. materials
411. Curriculum Learning Objectives: What Are They, Anyway?
412. Peer Evaluation as a tool to improve student writing
413. Educating children who live in poverty and hopelessness
414. Early childhood interventions and strategies
415. Effective teaching strategies for poor children
416. Computer management in media centers
417. Supervision and management of media centers for new media specialists
418. Economics
419. Social Studies
420. Motivating disadvantaged students so they will value education
421. How to recognize and teach children damaged by drugs
422. Making reading a part of child's life rather than an isolated subject
423. AIDS
424. Inservice on referring students to Sp Ed.
425. Promotion/Retention inservice early (new teachers)
426. The District needs to change its mind about a lot of things before it would be able to benefit me in any way
427. Stress Management
428. Teaching students who are high on drugs
429. Dealing with gangs in the schools
430. More on stress management

431. Workshop on self-esteem for the children
432. How to motivate the middle school child
433. Geometry
434. Base ten, two, and three
435. Trigonometry
436. Ways of motiating the middle school child
437. Work shop on self-esteem
438. How to help students cope with problems in the home
439. TPAI (workshops)
440. How to help students cope with problems in the home
441. How to help students cope with developing sexuality
442. One topic in which I am very interested is an Elementary Course in Spanish.
443. Lesson Planning
444. Drug Awareness
445. Teacher/Home Programs
446. Computer Literacy
447. Social Studies
448. Using computers more effectively -- integrating into instructional program
449. Teaching students who do not grasp concepts being taught
450. A staff development program for central and area staff personnel on ways they can provide "uniform" teaching materials for the system in such areas as packages of test-taking for school and home; CLO materials in each subject, African-American worksheets for each grade. *That are already prepared for each child.
451. Methods to motivating retainees
452. Whole Language
453. Test-Taking Skills
454. Classroom Management for "New" Generation (Crack Babies)
455. Language Arts
456. Social Studies
457. Elementary Mathematics
458. Creating teaching techniques
459. Discipline
460. There should be more classes in the Arts so that classroom teachers would not feel these classes, music and art, are not "baby sitting" the other subject matters. There would be a more closely working unit among all teachers.
461. Science
462. Social Studies
463. Art and Music
464. Ways to cut down on paperwork
465. Demonstrate the various learning styles in an actual instructional setting
466. Strategies for instructing continuous discipline problems
467. Whole Language Workshops
468. Teachers as Curriculum Planners
469. Cooperative Learning "What Works for You"
470. Teamwork
471. Co-Workers -- working together
472. Being honest about progress of students -- not just to make themselves look good
473. Involving parents in children's education
474. Student motivation
475. Teaching urban students
476. Teaching strategies for middle school child
477. Review of middle school curriculum/Program/Requirements

478. Update on materials available for middle school programs
479. Teaching math to a non-reader
480. Teaching science to a non-reader
481. Up-to-date teaching matrials/skills in Social Studies
482. Effective Instructional Management
483. Motivating the learner
484. Effective methods for productive student behavior
485. How to deal with "weapons" in the schools
486. How to decrease the "Dropout" rate of teenagers
487. How to reinforce "In-School Suspension" in the Schools
488. Aides workshops systemwide
489. Systemwide CPR courses
490. More adult activities for faculty and administrators
491. In content areas over a four- to six-weeks period of time
492. Interdepartmental workshops during the summer
493. More time for departmental planning
494. Discipline
495. Methods
496. School models
497. Learning Centers
498. Integrating Subject Areas (Interdisciplinary Approach)
499. Math Projects for Kindergarten
500. Computer use
501. Alternative teaching methods for slow learners
502. Discipline
503. School models
504. Methods
505. Assertive discipline
506. African-American studies
507. Parent participation
508. Practical classroom activities -- especially hands-on for Science, Social Studies, and Health
509. Social Science project done step by step for lower grades
510. Student Support Team needs more clarification for Regular Education teachers
511. New teachers need to be more aware of APS procedures as they relate to minimum skills, minimum skills and Special Education students, operation of Student Support Teams, clarify on promotion, retention, and administrative placements, referral of students to social worker, etc.
512. Health problems
513. New methods of teaching problem children
514. Counseling
515. Teaching the basic writing-skill components
516. Development of Thinking Skills -- through the use of creating questions that would prompt the development of a spectrum of thinking skills
517. Techniques and strategies to promote verbal expression
518. More effective discipline
519. Educating black youth
520. School discipline
521. Black literature
522. Creative techniques for teaching literature on each grade level
523. Stress elimination, human relations, communication with colleagues, students, administrators

524. Curriculum design with textbook selection
525. More effective discipline
526. Educating black youth
527. School discipline
528. Black literature
529. Creative techniques for teaching literature on each grade level
530. Stress elimination, human relations, communication with colleagues, students, administrators
531. Curriculum design with textbook selection
532. Working with students who ae abused or living in undesirable environments
533. Working with pregnant students and unwed parents and drug-related cases
534. Classroom management
535. School/community relationships
536. Ways in which teachers can affect decision-making in school system
537. Motivating students to learn
538. Handling the paperwork
539. Inspired teaching
540. Stress management
541. Computer literacy
542. Identification and remediation
543. Drug/alcohol problems
544. Resources for student/family problems within and outside APS
545. Update on computer hardware, fax, etc.
546. Planning by similar teachers in the content area
547. Teacher-administration relationships
548. Computers
549. Classroom management
550. Classroom management
551. Teacher - administration relationships
552. Computers
553. Computer mastery
554. Classroom management
555. More computer mastery
556. Teacher-administration relationships
557. Computer programming
558. More consistency in developing CLO's
559. New and innovative teaching techniques and ideas
560. Any skilled or highly trained individual(s) to help teachers deal with stress and tension
561. Critical and creative comprehension skills
562. High-risk students
563. Parental involvement in the school system
564. Stress management workshop
565. Time-on-task workshop
566. Discipline
567. Exploring various learning/teaching strategies
568. Use of "whole group instruction."

569. More appropriate means of evaluating special education staff with the Teacher Evaluation Instrument
570. Sex education
571. Strategies to involve more parent involvement
572. State education laws
573. A list of tried and proven enrichment activities
574. Access to enrichment activity or worksheets
575. Computer programming
576. Discipline
577. Art
578. Computer-based material for classroom teacher
579. Classroom management
580. Teaching the emotionally disturbed, behavioral disordered, and reluctant learner
581. Low achievers
582. Large class size with low achievers
583. Teaching children of drug addicted parents
584. Raising teacher morale
585. Use of computers in writing lesson plans
586. Discipline
587. Stress management
588. Discipline
589. Stress management
590. Discipline
591. Stress management
592. Discipline strategies
593. Stress management
594. Beyond Assertive Discipline
595. Whole Language Approach to the teaching of reading
596. How to help feel positive about themselves and have respect and friendship and fellowships with others
597. Subject oriented workshops might be more useful than those with general teaching in mind. I usually feel that staff development does not seem to apply.
598. Effective discipline
599. Control in the classroom for urban students
600. Strategies to teach reluctant learners
601. Motivational techniques for encouraging reading
602. Improve self-concept courses for students
603. Behavior of middle school students
604. Learning Styles of Special Ed./Regular Ed. Students
605. Supplies in science (demonstration workshops, etc.)
606. Future ecosystem
607. Workshops
608. How to protect yourself as a teacher against violence - both physical and emotional
609. More teacher preparation and learning centers centrally located or spread out in easy access to all teachers within a system
610. Computers, office printing machines available to teachers to enhance creativity for instructional needs
611. Classroom management
612. Motivating a reluctant learner

613. Eliminating student and parent apathy
614. Successfully dealing with ineffective administrators
615. Whole language approach
616. Whole language approach
617. Instead of putting new mandates on paper, give us demonstrations on how we are to conduct the many changes each year. (Show me.)
618. Teaching the African-American Male - Developing Self-Esteem
619. Use of logic to solve problems.
620. Library classes for new and perhaps old Media Specialist
621. The Fourth Grade Syndrome
622. We have staff development at our school based on what teachers recommend
623. Whole Word Approach for Teaching Reading
624. Developing Activities for Remedial Students
625. Training for Teachers of Students with Addicted Parents
626. Social Studies workshop
627. African Infusion Program
628. Assessing learning styles and how to address them in the classroom
629. Pooling, collecting, and storing materials for use in a media center
630. Social Studies workshop providing hands-on ways to make it interesting to the students
631. Implementing learning styles in the curriculum
632. Students' physical illnesses - particularly those related to parental drug addiction
633. Activities for different learning styles
634. How to effectively deal with the hyperactive child
635. How to effectively deal with the hypoactive child
636. Make and take workshop with outside companies
637. Stress management
638. Reading and interpreting test data
639. Activities to enhance learning styles
640. Working non-academically with student needs
641. Varied teaching strategies
642. Computer use for teaching and recordkeeping
643. Application problems in mathematics
644. There are no SDP's which I would like to have imposed on me. For <u>choice</u> - - CPR
645. Symptoms of drug use/abuse (newer drugs)
646. Techniques/methods of involving parents in school activities
647. Discipline for Inner-City School Children (Affective/Assertive Discipline)
648. Teaching Inner-City Parents How to lTe:·h Their Children
649. Student motivation
650. Teacher morale
651. Teaching lower income students and how to deal with some of their problems
652. Science
653. Math
654. Discipline problems
655. Assertive Discipline Techniques
656. Motivating the Slow Learner
657. Developing Positive Self-Images for Students
658. Leadership Advancement
659. Discipline
660. Time Management (paperwork)

661. Motivation of students
662. Parent involvement
663. Inspired parenting
664. Music, music
665. Students with severe behavior problems
666. Activities for the profound mentally handicapped
667. Sign language
668. Medical history on students
669. Equipment repair (wheelchairs, etc.)
670. A worthwhile course on teaching African-American history/culture in content areas
671. Improve attendance; promote positive attitude
672. Parent/teacher cooperative for improved motivation
673. No preference
674. Emotional problems of students and strategies for dealing with them
675. I find staff development programs ineffective and not helpful
676. Improving school attendance
677. Behavior modification
678. Learning Styles - Urban Child
679. Behavior Improvement
680. Discipline Approaches
681. Writing clear IEP's
682. How to cope with student apathy
683. Computer skills
684. Money management skills
685. Computer Science course (BASIC language)
686. How itinerant ESOL teachers are evaluated
687. Why the attached questionnaire does not include K-12 as an option in Item #1
688. Why there are items #3 and #6 and no items asking how many schools are served each day and how many are served in total
689. Special techniques teachers have used and are using that work for them
690. Classroom discipline
691. Stress management
692. Mental and emotional health for teachers
693. Motivating the reluctant learner
694. The use of computers and software in the classroom in each subject area
695. How to apply problem-solving in mathematics for physical science
696. Lesson plans
697. Decision-making
698. Self-assessment instrument
699. Guiding learning for lower-level learners
700. Innovative in-class discipline
701. Teaching Algebra effectively to urban students
702. Material workshop - to make usable materials for specific topics
703. Innovations in the various disciplines by college professors
704. Remediation of students in the classroom
705. Critical thinking development
706. Writing - in subject area
707. Stress reduction
708. How to chill in the face of blatant disrespect
709. Motivating teachers/parents/students
710. Identifying and implementation of student support from strategies

711. Effective remediation in the classroom
712. Math skills, Algebra for non-Math majors that teach math on the elementary and middle school levels
713. Writing of lesson plans
714. Some methodology classes of the most recent learning modules
715. More computer classes
716. Instructions and applications of the use of a video camera
717. Full-time computer person in school
718. Discipline plan (a good one)
719. Small classes to understand how to use CLO's better in classroom
720. Classroom demonstrations on video
721. Classroom management
722. Inservice to deal with stress and frustration
723. Black History
724. Early development courses
725. Inter-city children
726. Drug awareness
727. Effective Classroom Management
728. Parental Involvement
729. Remediation for the slow learner
730. Dealing with Stress
731. Computers and Music
732. Orff-Schwerkz Music Program (Level 1)
733. Development of Curriculum using Computers
734. Relating to students in a kind and helpful way
735. Setting up and implementing centers
736. Tactful ways to compile paperwork
737. Ways to write lesson plans that will not take so much time
738. How to shorten the time of lesson plan writing
739. How to use a computer to store the lesson plans for the future
740. Parent-Teacher relationship
741. Meaningful ways to control classroom behavior
742. Tardiness to school
743. Assertive Discipline - (Cantor's Approach)
744. Modeling - Adult Community Involvement
745. Computer Skills
746. Computer Workshops
747. Current Information on AIDS
748. Computer workshop
749. Teaching the underachievers
750. Teaching the non-reader
751. Teacher motivation
752. Stress reduction
753. Social problems that confront our students and ways to help them
754. Deal with the problems
755. Integrating art into the school curriculum - special activities I can suggest to classroom teachers to enhance their subjects
756. Discipline
757. Learning styles (students and teachers)
758. Classroom management (time on task, instruction, discipline)
759. Technology in the classroom (effective use of)
760. Dealing with problem students
761. Career development
762. Classroom management

763. Parental/Student Home Involvement
764. Problem students
765. Parent involvement program/activities
766. Discipline
767. Developing schoolwide discipline plan
768. Computer
769. Language
770. English
771. Developing self-discipline in children
772. A base curriculum - why it is important
773. How to educate and help poverty parents in helping children
774. Excessive talking
775. Leaving campus without permission
776. Inappropriate language to classmates and teachers
777. Grouping
778. Whole-Language Approach
779. Discipline
780. Career advancement within the system
781. Individualizing in the classroom
782. Cooperative Learning
783. Discipline in the Classroom
784. Incorporating Music into the Classroom
785. Motivating Children Musically
786. Teacher-made activities
787. Gifted Talented
788. Magnet Programs
789. Other Special Educational Programs
790. Effective methods for dealing with problems and/or slow students
791. Working with ESOL students
792. Workshops on hands-on science activities
793. Improving teacher's self-concept
794. Dressing for success
795. Dare to be great
796. Uses of math in practical situation (career use)
797. Classroom management
798. Developing special classes for Challenge (Gifted)
799. How to develop more exciting and dynamic class activities
800. How to obtain resources or materials for your classes
801. Computers in classroom for all teachers
802. Any education courses
803. Expectations/duties/methods of REP and other such teachers
804. Classroom management
805. CLO's
806. Discipline
807. Discipline
808. Writing CLO's
809. CLO's
810. Student discipline

811. Student violence
812. Steps to take when confronted with students under the influence of an illegal substance
813. Music performance workshops (coaches of singing, show, choir)
814. Creative learning methods
815. Course offerings/curriculum in Vocational Education
816. Meeting the financial needs of the clubs
817. Teaching strategies for the open classroom
818. How to help students improve concentration and remain on task in an open classroom
819. Classroom management
820. Reading in the content areas
821. Place more emphasis of GBST workshop for students
822. Student support team - primary purpose
823. Mainstreaming student in PEC - how req. teachers should remediate
824. Effective integration of media skills/classroom teaching
825. How to operate audiovisual equipment
826. Computer class
827. Computer literacy
828. Motivation
829. Parental motivation
830. Paraprofessional duties and responsibilities
831. Creative and performing arts
832. Sciences in the lower grades
833. Science in the classroom
834. Reading for pleasure (for the students)
835. Motivating teachers, parents, principals, and community
836. Effective verbal teacher-student feedback classroom lessons
837. Recognizing your teacher personality/teaching style, and how to mesh this with effective teaching
838. Social-emotional problems of today's children
839. I'm retiring as of July
840. Discipline
841. Reading methods and curriculum (improving)
841. Computer technology (reports, grading, etc.)
842. Teaching reading using alternate methods (other than basal)
843. Social studies and science projects that are meaningful but simple enough for intermediate/primary students
844. The Retention Dilemma
845. Whole Language Approach (Primary)
846. Meeting the Needs of Students with Special Needs
847. None all staff development
848. I've taken through this system has been a waste of my time
849. Drug awareness and identification
850. Dealing with sexual behavior of primary children
851. Making and using learning centers/games
852. Discipline
853. Parent involvement
854. Morale (school)
855. New innovative ways to teach difficult skills
856. Drug awareness
857. Emergency medical care: CPR, choking, general first aid
858. Drug Abused Children - How do they learn?

859. Teenage Pregnancy
860. Values Workshop
861. Human relations; interpersonal relationships
862. Management Employee Relations
863. Assertive discipline
864. Stress management
865. Teacher incentives
866. Classroom control
867. Computers
868. Assertive discipline
869. Creative writing
870. African culture/art/humanities
871. Strategies for ecological projects in schools
872. Harlem renaissance in classroom
873. Drama
874. Increasing professionalism among teachers
875. Classroom management strategies
876. Discipline techniques
877. Positive student motivation
878. Better ways to communicate/self-esteem
879. Teaching students that appear to be on drugs
880. Teacher abuse of students
881. Teaching students born addicted to drugs
882. Discipline
883. Detecting/reporting child abuse or neglect
884. Stress management
885. Stress management
886. Science
887. Social studies
888. Paperwork
889. Discipline
890. Teacher aids
891. Math methods course
892. Reading methods course
893. Science methods course
894. Career advancement
895. Whole language
896. Management -- classroom
897. Involve students in grades K-5 -- program (incentive) to motivate students in career education-management to promote academic excellence
898. Discipline
899. Discipline
900. Science Fairs (examples of good science projects at primary levels
901. I would like to be excused from some staff development when I am enrolled in graduate classes at the University.
902. Writing Across Curriculum
903. More time to develop programs at local school that work for students
904. Stress - management
     Dealing with discrimination, racism, bias, prejudices
905. Criminal justice
906. Adolescent problems
907. Male sexuality for middle schoolers
908. Too many now
909. Stress management

910. Classroom management
911. Student/teacher rapport
912. Techniques for counseling students
913. Stress techniques
914. Employee benefits
915. Discipline
916. Hands-on workshop with computer utilization across the curriculum
917. Use of math manipulatives
918. Use of materials other than the basal in teaching reading
919. Problem solving - across the curriculum
920. Math, Social Studies Science Center
921. Project teaching
922. Sex education in the elementary schools
923. Drug abuse programs
924. Reading in Content Area
925. Effectively planning Unit in Social Studies and Science
926. Interpersonal skills
927. Helping parents to help their children who are dropouts themselves and cannot read
928. Implementing stricter discipline rules
929. How to keep students motivated and interest high
930. Teaching high-risk students
931. Motivating activities in the classroom
932. Effective discipline practices
933. Whole language integration into the classroom
934. Meaningful science/social studies lessons
935. AIDS education
936. Sex education
937. Afro-American studies for all staff
938. Effective school discipline
939. Science/Health
940. Social Studies
941. Physical Education
942. Science
943. Social Studies
944. Art
945. Sign Language for the Deaf
946. Typing Classes
947. Assertive Discipline in the Classroom
948. Meeting the needs of all students
949. How To Motivate Inner-City High School Students
950. How To Get the Above Parents to Participate in Some School Activities
951. What happens to PEC students after age 22
952. Desktop Publishing Software & Equipment
953. Parental Involvement
954. Shaping Students' Attitudes
955. Strategies for Motivating Inner-City Youth
956. Classroom Organization Tips
957. Assertive Discipline. Composition and Advanced Composition
958. Science -- Content development for middle school and elementary school teachers
959. Area/school related problems
960. Use of computers in Language Arts instruction
961. How to get parents more involved in their child's education

962. How to discipline students who have discipline problems
963. How to help parents become more involved in the school
964. Schoolwide discipline plan
965. How to meet state compliance of hours per subject taught and remediate the basics in an REP class
966. How to get more parent involvement
967. African-American infusion workshops
968. Stress management
969. Math using manipulatives
970. More information on computers
971. Discipline
972. Teaching methods and materials
973. Various school models
974. The last list of courses were quite an improvement
975. Observation programs for new teachers briefing them on all aspects of the job.
976. More reading staff development programs
977. Computer Tech
978. Computer Technology
979. Career changes from Education to the private sector or any other profession
(Note) It is in the best interest of the school and students to provide an avenue to exit to those burnout or experiencing low morale about teaching.
980. How to teach students who have special home problems.
981. Discipline
982. Creative ways to teach math
983. Stress management
984. Discipline
985. Parental Involvement
986. Student say anything to adults without fear of consequence from home.
987. All areas
988. Teaching disruptive/slow learning students
989. Science
990. Discipline in classroom
991. Behavior Management techniques
992. Assertive discipline
993. Child abuse
994. Child abuse
995. Data base programs
996. More teacher input
997. Discipline is a big problem and continues to grow
998. How to improve teacher morale
999. whole language
1000. Classroom discipline
1001. Classroom management
1002. Early childhood physical education.
1003. Early childhood art activities
1004. Teacher morale
1005. Paperwork
1006. Ways of motivating boys in language arts
1007. Too many already (none)
1008. Drugs

1009. Aids
1010. More available teaching materials
1011. Demonstration of newer teaching techniques
1012. Strategies for teaching the slow learner
1013. More positive discipline modules
1014. Strategies in teaching the slow learner
1015. Developing manipulatives to help the slow learner
1016. Helping first year teachers cope with teaching
1017. Helping students deal with stress. (Test taking)
1018. Ways to increase parent involvement
1019. Identification of drug-addicted children/users
1020. Problems characteristic of inner-city children
1021. Computer programming
1022. Classroom discipline
1023. Classroom motivation
1024. I would like to see the quality of staff development programs improve. They have been of very poor quality and do not realistically address the problems of teaching the children in our population
1025. Counseling (school and emotional problems)
1026. Discipline - effective techniques
1027. How to make your superiors listen to you
1028. How to survive in a corrupt system/school
1029. Communication skills
1030. Computer usage
1031. Safety systems
1032. Leadership ladder
1033. Dance classes
1034. First aid/safety
1035. (None at the present time)
1036. (Undecided)
1037. Teaching Drug Addicted Babies When They Become School Age
1038. Drug
1039. Sex
1040. Ethics/moral education
1041. Drug education
1042. Sex education
1043. Ethics and moral education
1044. Staff Development for our Parents at the school
1045. Science for primary students
1046. New art activities
1047. The nature/development/teaching of drug affected children
1048. Teaching children who were exposed to drugs and/or alcohol during mothers' pregnancies
1049. Sex education to avoid teen pregnancies
1050. Art
1051. Science
1052. Stress management workshops on site
1053. Discipline
1054. Whole language approach for teaching reading
1055. Building Teacher Morale
1056. Interpersonal relations
1057. Effective communication system from administration and teacher
1058. Reading
1059. Science

1060. Cultural
1061. Discipline
1062. Whole language skills
1063. Exciting math
1064. Children's Literature
1065. A unique approach to classroom discipline

PART III - TEACHER SUGGESTIONS
RESPONSES TO QUESTION C

C. Please list three examples of disrespect which you would describe as a discipline problem.

1. Blatant Back talk
2. Cursing
3. Fighting among students
4. Fighting among students
5. Students talking back to teacher
6. Students taking art supplies
7. Students have no respect for rights of others
8. Self-control
9. Disrespect for authority figures
10. Backtalking
11. Cursing
12. Backtalking
13. Cursing
14. Mouthing off
15. Walking away
16. Not doing what a teacher says
17. Hitting a teacher or others
18. Students talking back to teachers
19. Students disregard, when told to behave
20. Students talking back to teachers - "smart mouth"
21. Students who openly disregard teacher instructions
22. Talking back
23. Mumbling under breath
24. Talking back to teachers
25. Refusing to listen as a teacher speaks
26. Not following directions
27. Physically striking an adult in charge
28. Cursing
29. Non-obedience if asked to take time out to regain self-composure
30. Talking back to adult figure
31. Fighting and not responding to restraint
32. Rudeness
33. Talking back
34. Fighting
35. Students telling teacher, "I'm not going to do (task asked for by teacher)."
36. Blurting out profanities to other students during class time
37. Fighting
38. Fighting
39. Using profanities to classmates and teachers during class
40. Temper tantrums
41. Back talk from students
42. Students total attitude to the school environment
43. Students lack of responsibility to learning
44. Calling teachers names and general back-talking and passing
45. Threatening teachers and other students
46. Leaving the area or turning one's back to the teacher who is talking, or running away when a teacher appears
47. Obscene language

48. Obscene gestures
49. Physical abuse
50. Pupils "sounding off" and feeling the need to respond to any verbal request that is made
51. The use of profanity with peers and sometimes with adults
52. Peer pressure - following and looking to the "BAD" guys for leadership
53. Attitudes
54. Stealing
55. Vandalism
56. Student's use of profanity
57. Fighting in classroom halls, cafeteria
58. Running and playing in cafeteria
59. Using profanity when talking to a teacher
60. Body language such as rolling eyes, stumping away, and fighting
61. Fighting
62. Using profanities to classmates and teachers during class
63. Students choose to not follow directions/requests
64. Students let you now what they feel in no "uncertain" terms
65. Fighting
66. Respecting the rights and properties of others
67. Frequent displays of irritation or anger in respose to teacher instructions or directions
68. Lunchroom behavior such as "messing up" good, throwing food, leaving spilled food
69. Hitting, punching, pinching, etc., and fowl language to other students
70. Hypo-active child
71. Disruptive
72. Irresponsible
73. Self control (talking)
74. Abuse to school property
75. Lack of consideration for others
76. Continuous back talk
77. Children taking other children's belongings
78. Walking away from class group without permission
79. Continuous talking and bothering others - when asked to stop
80. Asking aide for permission to do something teacher has said not to do
81. Talking out of turn
82. Getting out of seat without permission
83. Questioning a teacher's request
84. Talking back to others (arguementive)
85. Abuse to school property
86. Consideration to others
87. Taling back to a teacher with the "wrong" tone of voice
88. Showing disrespect with body-slamming self down in a chair, etc.
89. Using profanity
90. Talking back (having last word)
91. Talking when other children are making oral reports
92. Lack of respect of personel property
93. Questionning an adults authority to discipline
94. Talking while I'm talking or others in the room
95. Leaving the room (for water or bathroom) during a lesson
96. Playing with objectis or not listening during a lesson
97. Destroying others' property
98. Noise which disturbs others' concentration

99. Interrupting teacher so that others can't hear
100. Back talk or rude comments
101. Throwing things at teacher
102. Refusal to do what is requested
103. Disregarding classroom and school rules
104. Student's with smart mouths
105. Hitting others
106. Name-calling
107. Talking back
108. Diobeying rules given (verbal or otherwise)
109. Back talk
110. Taling during instruction
111. Profanity
112. Calling Names
113. Finger Gestures
114. Laughing, Booing
115. Talking back (mumble and grumble)
116. Using profane language
117. Disobeying with following rules
118. Talking back
119. Student talking back
120. Lie, lie, lie
121. Disrespectful
122. Talking back to adult
123. Ignoring adult
124. Sneering/ignoring teacher requests for quiet/orderliness in halls and bus loading areas
125. Back talk
126. Hall misdemeanor
127. Students talking back to teachers
128. Viewing the principal as in-effective
129. Ignoring or refusing to do as told
130. Talking back or
131. Repeatedly doing an offense when he/she has been informed more than several times not to do it
132. Refusal to do assigned academic task
133. Refusal to stay seated during class
134. Refusal to remain silent so as to not disrupt others
135. Cursing
136. Taling back to adults
137. Lack of attention/n respect for teacher
138. Talking back
139. Ignoring directions
140. Cursing
141. Cursing in presence of teacher/adults
142. Ignoring talk from teachers
143. A student directly and purposefully disobeying
144. A student laughing when she/she is being chastized for wrong doing
145. A student "taling back" or under his/her breath after being punished
146. Talking back
147. Talking back to teachers
148. Refusing to do any work (class, home, etc.)
149. Hitting, fighting with other children
150. Flirting with teachers

151. Foul language
152. Talking back
153. Deliberately breaking rules such as gum chewing
154. Talking back to the teacher
155. Talking back
156. Ignoring
157. Slamming doors and foot stomping
158. Talking back to teachers
159. Not following directions
160. Refuse to co-operate with class activities
161. Language that is abusive
162. Not obeying risks of conduct noted on by the class
163. Loud talking in the lunchroom during lunch period
164. Mimicking the teacher
165. Making gestures/playing around behind the teacher's back
166. After the child has been corrected, he/she talks back, makes faces, mumbles under his breath
167. Continues the same behavior after being reprimanded
168. Talking back to any adult who is part of the total school faculty and staff
169. Talking back
170. No back up from parents
171. Cursing/talking back
172. Fighting
173. Any noncomplient behavior
174. Students talking back
175. Students not following rules they know
176. Talking back to teachers
177. Swearing
178. Fighting
179. Refusing to work or disturbing the class by making noises
180. Fighting
181. Talking back to the teacher
182. Tone of voice
183. Students fighting each other
184. Students using profane language
185. Students running down the hall and screaming and refusing to stop when adult tells them
186. Fighting on bus, in classroom
187. Students talking back
188. Students telling untrue stories
189. Students talking over the teacher
190. Cursing at teacher
191. Will not do what they (students are told)
192. Constant talking and playing
193. Fighting
194. Cursing
195. Excessive talking about non-academic topics
196. Talking back to the teacher
197. Calling children out of their name
198. Fighting
199. Talking back
200. Not obeying rules
201. Lack of respect for others
202. Cursing

203. Talking back to teacher
204. Refusing to do what teacher asks
205. Defiance
206. Back talking
207. Disrespect for, personal property
208. Disrespect for each other
209. Children respond with inappropriate speech (cursing)
210. Threaten teachers with physical abuse
211. Children have no respect for authority who just threaten and don't follow through
212. Fighting
213. Disrespectful to teachers and other students
214. Talking back to teachers
215. Talking back to the teacher
216. Abusive language to the teacher and students
217. Fighting the teacher and students
218. Profane or vulgar language
219. Disobedient
220. Not Showing Courtesy to Classmates
221. Disobedience
222. Profanity
223. Disrespectful to peers
224. Students cursing teachers and other adults in the school setting
225. Being cursed by students
226. Refusal of students to stop talking in class
227. Students fighting among themselves
228. Back-talk
229. Intentionally inflicting pain
230. Continuing behavior when told to stop
231. Profanity
232. Abusive language
233. Fighting
234. Non-respect for teachers
235. Children are not respecting teachers
236. Superintendent needs a strong discipline
237. Policy which has backs and supports
238. Students that talk back to adults
239. Students that use profanity and walk out of class because they can not have their way
240. Students that constantly disturb their peers with the purpose of preventing them from doing their work
241. Back talking
242. Body gestures and obnoxious facial expressons
243. A student who defies the wishes of the instructor openly
244. Talking back to the adult
245. Cursing any individual
246. Talking back
247. Defiance
248. Disobeying school rules
249. Outburst during class instruction
250. Talking back to adults
251. Interrupting adults while they are having a conversation
252. Students arguing with one another during class time
253. Teaching having to give a command 2 or 3 times before students will obey

254. The talking about of student
255. Fighting
256. Profanity
257. Self control
258. Home training
259. Students who fight
260. Students leave class and don't return
261. Students' who are in trouble are called by a teacher but the student keeps walking
262. Talking back
263. Bad Language
264. Insubordination
265. Disturbing others when learning should be taking place
266. Fighting
267. Talking when told to be quiet
268. Abusive language
269. Comments on teachers' clothes, age, in their hearing
270. Continuous talking during assemblies
271. Lack of attention during explanations
272. Mocking adults, teachers, others in their presence
273. Continuous verbalization from students when told to stop talking
274. Excessive profanity
275. Fighting and class cutting
276. Students refusing to comply by school rules
277. Refusal of students to follow simple directions
278. Class cutting
279. Respect for opposite sex peers (vulgarity, touching, etc.)
280. Use of profanity toward students/adults
281. Combative verbal exchange when students are reprimanded
282. Lying
283. Attempts to physically engage an instructor
284. Disrespect for peers and adults - cursing and fighting
285. Disruption of classes - talking, playing, gum chewing, etc.
286. Disrespect of authority - follow no rules and regulations
287. Students using profanity in class and halls
288. Students talking back to teachers and interfering with instruction
289. Students entering classes late, radio playing
290. Students using inappropriate language to adults as well as to each other
291. Complete disrespect for adult authority
292. Fighting
293. Trying to fight the instructor
294. Talking back to the instructor
295. Refusing to obey the instructor
296. Profanity
297. Defiance
298. Talking back disrespectfully to adults
299. Lack of cooperation from parent(s)/students
300. Students, openly defying teacher (hitting at a teacher)
301. Walking out of the classroom; talking back
302. Fighting
303. Disrespect for authority
304. Fighting
305. I say, "Who can tell me how many are in a pair? Raise your hand if you know the answer." Someone says aloud, "two."

306. I say, "the sky is always blue, "A student, "No, it's not when it rains." I repeat. He repeats. Then I say, "Sometimes clouds keep us form seeing the sky." He says, "Oh; I see."
307. Don't look at anyone's monitor and don't talk to someone who is working.
308. Talking back
309. Refusing to follow rules and regulations
310. Refusing to correct one's own behavior even though he/she recognizes they're doing wrong
311. Talking back
312. Refusal to follow instruction
313. Excessive talking at the wrong time
314. Sleeping in class continuously/disobeying class rules over and over
315. Poking and picking at others/relating to teacher what you aren't about to do
316. Refusal to try/ask for help, ,accept help
317. Students who carry their "outside attitudes" into the classroom. Teachers should not have to deal with grown children who feel like they have the right to read adults their rights
318. Students deliberately breaking established rules
319. Students refusing to rotate centers at appropriate time
320. Talking back
321. Fighting
322. Running in halls and cafeteria
323. Cursing
324. Fighting
325. No organization on grade levels
326. When a student is addressed he/she will talk back, yell and contradict your words
327. When a student is asked to stop running, talking, etc., in the halls - they ignore you and continue on
328. The continued lack of concern and respect for one another
329. Using profanity in presence of adults
330. Pupils talk back to teacher, sometimes using profane language
331. Pupils will not follow rules suggested for the school
332. Behavior in lunchroom out of control
333. Fighting
334. Talking back to adults - resenting authority
335. Fussing with others during class
336. Cursing
337. Fighting
338. Off-task
339. No respect for self, teachers and students
340. Fighting, profanity
341. Don't follow school rules
342. Lack of self-respect, boisterousness
343. Fighting, using profanity
344. Failure to adhere to school rules
345. Use of obscene language
346. Talking back to adults in a rude manner
347. Students being rude and disrespectful to any adult authority figure (talking back and cursing).
348. Writing ugly notes
349. Bringing any type of weapon to school
350. Running down hallways
351. Pupils arguing with teachers and behaving rudely when spoken to

352. Swearing at teachers
353. Hitting teachers
354. Fighting
355. Spoiled behavior (things must be their way)
356. Continuously taling back to teacher
357. Arguing with adults
358. Talking back/cursing
359. Talking back
360. Refuse to complete work and homework
361. Students talking back
362. Students threatening adults
363. Students throwing items
364. Children cursing and fighting
365. Child talking back to teacher when corrected
366. Belching out loud in another student's face and laughing
367. Talking back to the teacher in a disrespectful manner
368. Fighting and arguing among students
369. Students refusing to complete assignments that disturb others while trying to learn
370. Creating distubances in the halls (slamming doors, yelling, fighting, etc.)
371. Refusing to obey classroom rules
372. Arriving late and/or without equipment
373. Talking out and not listening
374. Talking back to teacher
375. Fighting and argueing
376. Talking back to teacher and other adults
377. Talking in class
378. Abusive language and behavior
379. Ignoring teacher's requests
380. Using abusive language toward teacher
381. Ignoring teacher's requests
382. Threats toward teacher from student or parent in front of class or student body
383. Student insubordination
384. Willful disruption of class
385. Failure to cooperate
386. Answering back, needing to have last word, which is more disruptive than just obeying the signal to be quiet
387. Constant talking
388. Stealing
389. Backtalk
390. Poor cafeteria behavior
391. Boisterousness in halls
392. Verbal abuse of students by other students
393. School building vandalims
394. Consistent failure to complete assignments
395. Talking back
396. A student disrupting class with raises or bothering other students
397. Fighting
398. Walking out of class
399. Disrupting class
320. Children refusing to obey teachers' orders when they misbehave - talking back and
321. Students telling a teacher to "get out of my face"

322. Stealing
323. Supplies never arriving
324. Taking back to teachers
325. Breaking class rules
326. Student calling teacher "white honky dog"
327. Student calling teacher "four eyes bitch"
328. Student hitting teacher on playground
329. Talking back
330. Chewing-eating
331. Refusal to obey rules and regulations
332. Continuous under tone noises
333. Frown a means of displeasure
334. Students in the hall without "passes" who are disrespectful when spoken to
335. Students not dismissed on time and disrespectful when spoken to in the hall
336. Students speaking back when disciplined in the classroom
337. Non-suppport of teacher by parent when suppport is justified and would lead to a healthy resolution
338. Refusal to obey
339. Talking back
340. Foul language
341. Students answering back to adults
342. Great deal of vandalism in school (large-scale)
343. Disrespect to school materials (books, etc.)
344. Students not listening and following behavioral directions from a teacher other than their own
345. Talking back to teachers
346. Not turning back when a teacher calls a student in the halls
347. Talking back
348. Ignoring/refusing to do what they are told
349. Constant talking
350. Disrespect others property
351. Fighting among each other
352. 13-14 year old students in the fifth grade
353. Parents being able to raise hell in the presence of pupils
354. Disturb the class by talk without permission
355. Talking while another is talk at the same time
356. Talking back to the teacher
357. Constant noise chattering and talking back
358. Negative attitudes
359. Repeated neglect daily work unless demanded to get it
360. Pupils disrespect for self and peers
361. Disrespect and toward adults
362. Disruptive behavior in class
363. Pupils continuously fussing
364. Pupils ignoring homework
365. Pupils not paying attention
366. Talking back to the teacher
367. Using foul language
368. Taking things that do not belong to them
369. Talking back to adults in a disrespectful manner
370. Fighting
371. Cursing
372. Talking back to teachers
373. Not doing what is asked

374. Being cussed at
375. Being hit by students
376. Hall walking
377. Profane language
378. Eating food in classrooms and media center
379. Cursory disrespect by students to adults
380. Use of profanity by students
381. Cuting class
382. Name calling
383. Tardy to class
384. Entering by student a classroom without permission
385. Interrupted teacher presentations and demonstrations
386. Blatant insolence and impudence
387. Sleeping or assuming "postures as if sleeping" during class
388. Refusing to follow directions unless they are repeated several times or reinforced
389. Ignoring "class work" to read, write other things or simply do nothing
390. Excessive talking in classroom
391. Students from other clasrooms coming to mine to talk with others even when they are not allowed
392. Student indifference to work
393. Cursing in general, either as a part of a conversation or individually stated but loud enough to be heard
394. Classroom disruption (i.e., P.A. Systems)
395. Student teacher conflicts
396. Wearing hst in the school building
397. Using profanity
398. Students who are tardy enter class without excuses often have negative attitudes and are disruptive.
399. Talking, disruption
400. Moving direct without permission
401. Entering, gum chewing
402. Refusal to participate in classroom activity
403. "Smart Answers"
404. Continuous interruption when others are attempting to recite -- answering for others
405. Students talking back to elders
406. Students that revell and refuse to do assignments
407. Students that have a disregard for school and classroom rules
408. Respecting adult authority
409. Talking back to an adult
410. Not doing what an adult tells you to do at that very moment
411. Rudeness
412. Profanity
413. Lack of interest in school
414. Constantly talking to another child and not paying attention <u>when</u> teacher is teaching
415. Running and hitting other students <u>constantly</u>
416. Being called a "bitch" by a student
417. Having students with negative attitudes contradict my requests and participate in snotting, ugly, insolent language, body language and behavior
418. Profanity
419. Back talk. The need to have the last word
420. Talking in class

421. Tardiness/coming without necessary materials
422. Talking back to the teacher
423. Hitting other children
424. Not obeying monitors
425. Talking back
426. Profanity
427. Out and out rebellious/defiant
428. Talking back rudely to the teacher
429. Fighting in the classroom
430. Refusing to follow directions
431. Use of profanity at any time and verbal abuse
432. Threatening another student or adult (physical abuse)
433. Talking back
434. Disobeying
435. Refusing to do assigned task
436. Causing disturbances during teaching time
437. Talking back to teachers using foul language
438. Throwing objects around the room in anger
439. Lying, cheating, and stealing
440. Disobedience
441. Talking back
442. Fighting
443. Majority to minority among the races
444. Fighting, lack of home training
445. Profanity
446. Don't obey classroom rules, not on task, lack of equipment
447. Talking back to teachers
448. Running in the halls
449. Talking back to teachers-disputing
450. What the teacher says.
451. When students continue to yell out in class during instruction
452. Profanity used in class/hall which disrupts class
453. Not responding to verbal commands
454. Blunting out in class without permission, constantly
455. Murmuring, knocking on the desk or wall constantly
456. Teachers letting their class walk close to a mural that had installed in the hall, allowing students to mark on the mural
457. Refusal or being stubborn to obey simple rules
458. Use of profanity to a teacher
459. Refusal to do as a teacher requests
460. Persistant disruptive behavior in classroom and on the halls, i.e., talking out across the class, roaming up and down the halls, talking back to teacher
461. Students running to fights
462. Insistance of many students to chew gums, cut class, roam the halls at lunchtime and enter class late
463. Use of profanity
464. Students lack of self-discipline
465. Classroom disruption
466. Students' use of profanity
467. Verbal abuse of teachers
468. Physical abuse of teachers
469. Defiance of authority
470. Use of profane and abusive language
471. Students response when requested to do what is asked and due of them

472. Talking back
473. Refusing to do as told
474. Profanity
475. Deliberate definance of rules, chewing, without personal tools, etc.
476. Cursing
477. Continuous loud talking
478. Unruly behavior
479. Continuous talking in class
480. Talking back negatively to the teacher
481. Gum chewing
482. Cursing
483. Talking back, refusing to participate in classwork
484. Eating and chewing gum
485. Use of profanity in my presence
486. Disobeying rules of the school and classroom
487. Obsene language
488. Talking back
489. Refusal to abide by classroom management plans
490. Using profanity
491. Fighting
492. Tardiness to school and classes
493. Talking during class presentations and activities
494. Passive-aggressive behavior: refuse to participate, bring materials, to do assigned tasks
495. Leaving trash on the floor and in desks
496. Using profanity
497. Disobedience of any rule
498. Displays of bad temper
499. Refusal to work
500. Cutting class
501. Talking while teacher or student is talking or reciting
502. Cutting class
503. Refusing to do homework or classwork assignments
504. Students "verbally" defying classroom rules of conduct
505. Students "physically" defying classroom rules of conduct
506. Students who do not respect the person and property of other students
507. Cursing teachers and generally talking back
508. Fighting (continuously)
509. Pupils without necessary school supplies, i.e., paper
510. Pupils that refuse to be taught
511. Students "talking-back" to teachers
512. Students showing blatent disregard to teachers instructions
513. Students who talk back to teacher "word for word."
514. Students who refuse to admit they're incorrect at times
515. Students who try to manipulate teachers in agreeing with their point of view
516. Continuously disobeying any established class rules
517. Talking back to teachers
518. Ignoring teachers
519. Violent behavior/abusive language
520. Students who are not in my classroom disrupt my class from the hall and when reprimanded they ignore it. I don't feel a seventh grade class has business being in an elementary school so close to third grade children
521. Students usage of profanity when addressing each other and teachers
522. Students refusing to obey reasonable requests of teachers

523. Students hitting teachers and returning from office to classroom within minutes of incident
524. Students using profanity
525. Students rudiness
526. Failure to respond when spoken to. Keep doing whatever it is.
527. Profanity usage
528. Talking out loud in class
529. Cursing at the instructor
530. Walking out of class when told not to
531. Students using profanity
532. Negative attitudes and rudness
533. Talking back
534. Threatening
535. Cursing
536. Excessive vulgar language in school halls
537. Violence among students toward faculty (example -- slashing tires, etc.)
538. Talking out in class while there is class going on., e.g., instruction
539. Fighting while standing in line to go to lunch
540. Verbal abuse when they know better
541. Profanity
542. Talking back/mumbling; not responding when spoken to
543. Slamming books/doors
544. "Jonin" other students
545. Talking back
546. Refusing to respond upon request
547. Talking back
548. Refusing to respond upon request
549. Students who disrupt class and prevent learning; talking out; fighting; making noises; etc.
550. Cannot be trusted out of class without getting in trouble
551. Refusing to obey authority continuously
552. Talking back in loud tone
553. Not doing task when asked to perform
554. Walking out without permission
555. Disobeying school and class rules
556. Talking back to the teacher
557. Not obeying the teacher
558. Talking back/arguing with the teacher
559. Students talking back when I make a comment
560. Imprudence
561. Profanity
562. Calling out; shouting
563. Talking out loud
564. Talking back
565. Talking back
566. Walking out
567. Ignoring authority figures
568. Hitting others
569. Throwing spit balls
570. Talking back
571. Disobeying teacher instructions
572. Talking back to an adult
573. Stubborness -- refuse to do what an adult asks of a student

574. When profanity is allowed in school with no suspension
575. When teachers walk in the classroom and carry on conversations with students as the instructor is trying to teach
576. When teachers disrespect one another in the presence of children, children will rally around the one who in their eyes is the "winner" and tend to disrespect the other teacher because of what they have seen and heard.
577. Throwing materials
578. Bothering other students
579. Fighting, hitting, and pushing
580. Talking back
581. Refusing to do what one is told (stubborness)
582. Cursing staff
583. Refusing to refrain from disrupting class instruction
584. Cutting of eyes
585. Shrugging of shoulders (I don't care attitude)
586. Students disrespect for other students' space
587. Hitting
588. Talking back
589. Refusing to obey
590. Cursing
591. Fighting
592. Bad manners in all respects toward each other
593. Students talk continuously when the teacher is talking
594. Tapping on the table or desk
595. Talking loud in class
596. Constant use of profanity in classroom
597. Fighting in classrooms and halls
598. Disrespect for school property
599. Cursing - very loudly
600. Profanity
601. Constant exchanging of words between two students
602. Refusing to obey orders
603. Cursing
604. Not following orders
605. Talking back
606. Students' use of profanity
607. Students' inability to follow one-step commands
608. Students' use of gestures
609. Disobeying school rules
610. Using profanity
611. Wrestling in the hallways
612. Speaking out in class without permission
613. Fighting
614. Misconduct
615. Referring to a teacher as a "Sped" - slang term
816. Using profanity toward an authority figure
817. Yelling in the classroom while instructional time is being held
818. Profanity
819. Disrespect toward adults
820. Attendance policies to be reinforced
821. More parent involvement in discipline problems

822. Parent involvement in curriculum planning
823. Talking back to the teacher
824. Refusing to obey authority
825. Being disobedient
826. Talking back to teachers
827. Refusal to follow class rules
828. Physical abuse to other children in classroom
829. Talking back to the teachers
830. Reporting falsehoods to parents
831. Being disobedient
832. Refusing to abide by rules and regulations
833. Talking back when asked to do assigned tasks
834. Ignoring teacher's requests.
835. Disrespect of adults - no support from home
836. As a result of lack of support of teacher's rules from parent
837. Students talking during lecture
838. Students fighting /playing in classroom
839. Students speaking disrespectfully to teacher
840. Disrespectful behavior on the halls
841. Tardiness to class (to other teachers' classes)
842. Deportment in assemblies
843. Student refusing to stop taling when requested to, over and over
844. Disruptive behavior during class, i.e., walking in and out; refusal to remain seated
845. Calling teacher disrespectful names; arguing with teacher; using obsene language
846. Talking back to teachers
847. Walking out of classrooms without permission
848. Unresponsive to teacher directions
849. Cursins in class
850. Cursing
851. Body language (negative); disrespectful voice tones
852. Aggressive movements toward adults
853. Students moving around halls during classtime and refusing to go to their classes
854. Loudness and use of profane language in class
855. Refusal to follow instructions in class
856. Talking back
857. Talking in class
858. Refusing to move when instructed
859. Students cursing teachers on hall duty
860. Students who talk continuously during classroom activities
861. Students talking back to teachers
862 . Students reading or writing material for another course
863. Students talking and laughing among each other while lesson is being taught
864. Refusal to follow school policies
865. Use of profane language
866. Failure to respond to teacher's requests

867. Use of profanity
868. Disregard for school rules
869. Fighting
870. Students talking back to teachers
871. Profanity
872. Disobedient
873. Disruptive behavior
874. Talking back; talking out; profanity
875. Use of profane and abusive words
876. Yelling and running through hallways
877. Talking back and directing attributes toward teachers
878. Being told obscenities when you ask students to get off the hall
879. Student refusal to follow directives by personnel on duty
880. Cursing or profane language
881. Not paying attention in class (continuously talking)
882. Disruptive class behavior
883. Frequent cursing
884. Profane language
885. Low morals
886. Failure to adhere to class rules
887. Use of profanity
888. Talking back
889. Failure to abide by class rules
890. Cursing and talking back
891. Students on the halls
892. Disrespect of peers -- self-centered
893. Talking back to teacher
894. Hitting at a teacher
895. Use of profanity directed towards teacher
896. Refusal of students to do as teacher directs
897. Talking excessively when a visitor enters the room
898. Using undesirable language in the classroom
899. Talking excessively when the teacher is working with another group
900. Students using profanity aimed directly at the teacher
901. Students who get up and walk out of the classroom without permission
902. Not being able to discipline students whose irate parent(s) condone everything their child does whether the child is right or wrong
903. Talking back to the teacher
904. Walking out of classroom in anger
905. Inappropriate language toward others
906. Respect for others
907. Self-esteem
908. Goals
909. Use of profanity in referring to the teacher
910. Continuous talk out -
911. Refusal to honor general limits -- expected to be honored by all students
912. Use profanity
913. Fighting
914. Negative comments when addressing adults
915. Pupils who display physical violence

916. Pupils who display physical violence
917. Pupils who continue to ignore rules they are to follow
918. Use of profanity
919. Talking out of turn
920. Use of profanity
921. Talking back to adults
922. Being stubborn
923. Cursing - profanity
924. Back-talk
925. Talking while teacher is teaching
926. Children who disrespect themselves and teachers
927. Fights in the classroom and on school grounds
928. Children who refuse to obey their teachers and any other adults
929. Fighting and cursing
930. Too many "Special Ed. Students" in one room
931. Not doing as told
932. Not bringing in homework
933. A child who frequently uses physical force against another child
934. A child who swears/answers back
935. A child that refuses to cooperate with any adult/teacher request
936. Fighting behavior (peer vs. peer)
937. Disruptive behavior while walking in the halls (upper grades - 4th and 5th)
938. Not following directions
939. Talking back to teacher
940. Talking back
941. Disobeying rules
942. Parents supporting students' negative behavior
943. Negative or foul repsonses to teacher from pupils
944. Poor responses to teacher directions or directives
945. Poor conduct or poor behavior in class
946. Students cursing on campus
947. Students cutting classes
948. Students talking back to teacher during instruction
949. Cursing
950. Not following directions
951. Disrespectful
952. Tardiness
953. The use of profanity
954. Membling
955. Talking back
956. Continuously breaking rules
957. Smart/sassy attitudes
958. Talking back to teacher
959. Continuously breaking rules
960. Sassy attitude
961. Students ignoring teachers
962. Students saying (I'm not going to do - - -)
963. Fighting
964. Refusing to follow rules
965. Talking during instruction
966. Unruly student
967. Fighting
968. Disrespecting adults

969. Talking while being instructed
970. Fighting
971. Talking at wrong time
972. Fighting
973. Refusing to perform tasks and no administrative action taken
974. Cursing one another and cursing staff. No administrative action taken
975. Talking back - making negative comments after given verbal reprimand
976. Not following verbal commands
977. Hitting, kicking, and fighting when adult is standing there beside the individuals
978. Disrespect of teachers
979. Disrespect of each other
980. When given a verbal directive, the student talks back, says what he/she will or won't do, uses profane language or threatens the teacher
981. Hitting teachers
982. Cursing teachers
983. Refusing to do what teacher says
984. Students talking back
985. Students disregarding teacher's instructions
986. Vulgar language
987. Not responding to verbal instructions
988. Running in halls and classroom
989. Food on campus eaten in class and hallways
990. Late for class
991. Walk out of class without permission
992. Profanity used by students directed to teachers
993. Students constantly walking halls and disrupting other students who are trying to learn
994. Constantly cutting classes without penalty
995. Disruptive behavior
996. Student not being able to control behavior (fighting)
997. Disrespect of their peers
998. Being physically attached by outsiders in my own classroom, and no one -- students or administrators -- helping me.
999. Having classroom students start vicious rumors and lies aobut me as a teacher, and having no one help me in the situation
1000. Not being able to teach certain classes at all because of chronic misbehavior problems and offenders in those classes.
1001. Talking back to teachers
1002. Profane language in the presence of teachers
1003. Excessive talking during instruction
1004. Disorderly conduct of students showing lack of respect to most adults
1005. Students curing or making obscene gestures towards a teacher
1006. Students' overall disrespect for authority and disobedience to administration
1007. Talking back to teachers in a negative way
1008. Not listening to teachers
1009. Students being disrespectful to teachers
1010. Cursing teacher and other students
1011. Fighting

1012. Making offensive remarks and sounds when given instructions (directions) by teacher
1013. Ignoring the teacher
1014. Disobeying class or school rules in the presence of teachers
1015. Profanity
1016. Gangs
1017. Children being willfully disobedient, even after having been corrected by the teacher several times
1018. Continuous talking back
1019. Unable to work with others without fussing
1020. Constantly annoying others
1021. A child who continuously breaks the same rule shows disrespect for self, rule, and system
1022. Insolence
1023. Loud, beligerent language in the wrong setting
1024. Fighting in the classroom
1025. Excessive talking when students are to be working
1026. Distracting other students when they are working
1027. Talking back to the tacher
1028. Calling the teacher names and threatening the teacher
1029. Interupting the class by talking loudly, singing, calling students across the room, and dropping things on the desk
1030. Students talking back
1031. Disrupting the classroom
1032. Continuously disobeying school rules
1033. Refusal to lower voice in teacher's presence
1034. Continuing to be disruptive even after the teacher has spoken to him/her
1035. Walking the halls/cutting class
1036. Students' lack of respect for others (peers)
1037. Talking back, arguing when being corrected
1038. Defiantly refusing to follow rules for the common good
1039. Disruptions which prevent others from being able to listen and learn
1040. Students cutting classes and walking the hall all day
1041. Students coming to class without proper tools to work with such as pencils, papers, and textbook
1042. The lack of a sound disciplinary policy in place
1043. Students who cannot stand to be touched by others without hitting and fussing
1044. Students ignoring commands from adults
1045. Violating school rules -- fighting
1046. Destroying school property
1047. Refusing to respo nd to teacher's verbal request
1048. Continuous outburst or descriptive talking
1049. Lack of respect for teachers by "talking back," sticking fingers in ears, turning head when being questioned about negative behavior
1050. Excessive talking
1051. Playing, pushing, and talking in line
1052. Continuing to talk after being asked not to
1053. Children's disrespect for each other
1054. Power struggle between teacher and student
1055. Students talking back to teachers
1056. Students being defiant
1057. Noise-making during direct instruction (humming, tapping pencils, talking, etc.)

1058. Talking back in a negative way to the teacher
1059. Fighting/hitting adults
1060. Students talk back
1061. Students do not listen
1062. Rebellious (being very uncooperative)
1063. Abusive language
1064. Never conforming to school or class rules
1065. Talking back
1066. Not following directions after being told several times
1067. Abusive language
1068. Sleeping in class
1069. Disrupting other students in class
1070. Talking back to the teacher
1071. Cursing
1072. Students cursing, refusing to do what they are asked (staying in seats, gum chewing, calling names, etc.)
1073. Students making unnecessary noise
1074. Students playing in class
1075. Student disrespect: any continued interruption, backtalk, argument, refusal to follow instructions, threat, harassment, etc. which prevents the continuation of the lesson
Staff disrespect: repeated pulling of students from core classes (which, again, disrupts the flow of the lesson)
Administrative disrespect: impositions on my time and interference with my ability to prioritize work
1076. Students threaten teachers
1077. Students using profanity
1078. Poor conduct by students riding school buses
1079. Too many to write, all are equal in the problem line
1080. Lack of self-respect
1081. Rude and disrespectful students
1082. Attitudes
1083. Students who continue to talk or misbehave after being told to stop
1084. Fighting
1085. Unacceptable behavior
1086. Profanity by students towards teachers
1087. Lack of self-respect by students
1088. Loud talking and talking back
1089. Talking back to a teacher
1099. A child not doing what a teacher asks of him
1100. Talking back
1101. Not looking at the teacher when she is talking to one particular student
1102. Not paying attention
1103. Profanity
1104. Fighting"
1105. Talking back and refusing to follow instructions
1106. No involvement in decision making
1107. Lack of rspect by students
1108. Lack of respect of teachers by others
1109. Students who talk back rudely/use profanity
1110. Violent temper tantrums
1111. Insubordination
1112. Talking back to teacher
1113. Not studying

1114. Too "grown" to be in middle school
1115. Students have no respect for authority
1116. Students talk ugly
1117. Students run the halls
1118. Students cut class
1119. Flagrant disrespect for rules
1120. Failure to participate
1121. Cursing, obsessive talking during instruction
1122. Talk back in a rude manner
1123. Students do not bring paper and pencil in class,
1124. And when you demand it, they become disresspectful
1125. Talking in a very disrespectful manner
1126. Cursing a student or teacher in class
1127. Repeated interruption of class by any means
1128. Threats of any kind
1129. Atudents talking loudly in halls during class hours and refusing to hush or move on when requested to do so
1130. Students arguing back when reprimanded
1131. Talking back
1132. Cussing
1133. Abusive language
1134. Fights (failure to obey orders which would prevent them)
1135. Students in hall disrupting classes
1136. Language (profanity -- name-calling)
1137. Fighting
1138. Name calling
1139. Curse the students or teachers
1140. Fighting
1141. Being late for class
1142. Talking while teacher is instructing
1143. Talking back to the teacher
1144. The use of profane language
1145. Sleeping/talking during class lectures
1146. Students talking back to a teacher
1147. Dress code of students
1148. The general media negatism about teacher competency and low pay breed a general disrespect that is passed on to the students
1149. Inappropriate addressing of teachers
1150. Calling teachers names
1151. Cursing at teachers
1152. Cursing the teacher
1153. Ignoring the teacher's instructions
1154. Arguments among themselves
1155. The use of profanity
1156. Talking during the lectures
1157. Cursing classmates or teacher
1158. Fighting or extreme hostility toward others
1159. Hall walkers
1160. Students leaving foods and trays on cafeteria table
1161. Class cutters
1162. Continuously talking aloud
1163. Any form of distractive behavior
1164. Profanity directed toward teachers
1165. Students refusal to follow teacher's directions

1166. Students disrespecting other students
1167. Continuous use of bad language in the hall
1168. Talking back to teachers
1169. Talking back
1170. Failure to follow teacher's directives
1171. Swearing
1172. Refusing to move to class in the hallways
1173. Using profanities
1174. Verbal confrontations
1175. Profane language
1176. Refusal to obey teachers
1177. Classroom disruptions (talking out in class)
1178. Students being hostile toward teachers
1179. Students talking during classes
1180. Students not following directions
1181. Talking out during lectures, then denial of problem
1182. Attention-seeking behavior to the detriment of the learning process
1183. Ignoring teacher requests to comply with rules
1184. Students talking during lessons
1185. Speaking to teacher in hostile tone
1186. Failure to follow directions
1187. Using profane language in classroom and halls
1188. Not bringing appropriate materials to class
1189. Use of profane language in the classroom and halls
1190. Student walking away when he/she is being reprimanded
1191. Use of profanity
1192. Insubordination/knowledge that teacher is in charge of classroom
1193. Profanity directed towards teacher(s)
1194. Blatant refusal to follow classroom instructions
1195. Physical attack on the teacher or student(s)
1196. Students move along the halls when they decide to do so rather than when asked
1197. Students disrupting other classes
1198. Students talking back to staff
1199. Students running out of classroom without permission
1200. Cursing
1201. Uncontrolable attitude
1202. Students carrying weapons
1203. Talking back to teachers
1204. Being rude
1205. Disrespectful attitude toward each other
1206. Students carrying weapons
1207. Students playing "hooky" from class
1208. Students using abusive language to adults as well as students
1209. Obscene body jestures
1210. Obsene language in teacher's presence
1211. Using profanity in classroom, halls, etc.
1212. Students talking back to teachers
1213. Students disobeying teachers
1214. Students fighting
1215. Continuous talking
1216. Talking back to adults
1217. Talk back to the teacher
1218. Call names

1219. Smirk on face
1220. Cursing in the presence of teacher
1221. Disobedience
1222. Language abuse by students in classroom
1223. Disruptive behavior (talking loud, lack of attention
1224. Students fail to bring paper and pencils to school. Most students have the idea that teacher should supply these.
1225. Profanity on school ground
1226. Not raising hand in class; yelling out
1227. Fighting at school
1228. Cutting class
1229. Use of drugs at school
1300. Drugs
1301. Cutting class
1302. Failure to respond to instructions (change chairs, etc.)
1303. Class disturbances (from the hallway and windows)
1304. Use of coarse language
1305. Profanith
1306. Insubordination
1307. Cursing in hall, classroom
1308. Not going to class when asked to get out of hall or not having hall pass -- talking back
1309. Yelling in your door when passing on hall
1310. In and out of lockers all times of the day
1311. Unnecessary comments (talking back)
1312. Profanity
1313. Not following directions
1314. Not following teacher's instructions about behavior the first time they are given
1315. Totally ignoring a teacher's request
1316. Refuse to obey teacher
1317. Continue to annoy other students
1318. Yell out -- use ugly language
1319. Students using profane language to teachers
1320. Students refusing to obey a direct order by teacher
1321. Students fighting among themselves
1322. Insubordination
1323. Noncompliance with classroom rules
1324. Deviant behavior
1325. Cursing teachers/using ugly language
1326. Talking back to adults
1327. Non-acceptance of correction/criticism
1328. Talking back
1329. Disregard for class/school rules
1330. Continuing to hit and fight each other
1331. Talking back to teachers
1132. Not listening
1133. Cursing
1134. Fighting
1135. Misbehavior in language
1136. Not obeying a teacher's simple request
1137. Talking back
1138. Losing control and fighting in class
1139. Excessive talking

1140. Leaving compus without permission
1141. Inappropriate language to classmates and teachers
1142. Being ignored by students when you request that they clear the halls and go to class
1143. Use of profain and vulgar language in the halls
1144. Opening classroom doors and yelling and/or throwing objects into the classroom
1145. Talking back
1146. Cursing
1147. Disobedience
1148. Talking back
1149. Refusal to as asked
1150. Talking back
1151. Fighting
1152. Talking out
1153. "Smart alecks," talking back when caught refusing to perform learning activities
1154. Threatening the teacher and/or other students
1155. Talking back
1156. Disrespect for authority
1157. Playing or eating in classroom during class time
1158. Talking back
1159. Body language (jerking, snatching, etc.)
1160. Ignoring
1161. Swearing/Cursing at teacher/staff
1162. Lateness
1163. Students making fun of each other in the classroom
1164. Talking back to teachers, particularly in halls and outside imediate classroom
1165. Cutting classes and tardiness with no excuse
1166. Refusing to follow directions
1167. Talking in class
1168. Off-task behavior
1169. Loud talking in halls
1170. Forgetting books, paper, pencil
1171. Loud talking in halls
1172. Forgetting books, paper, pencil
1173. Rude behavior
1174. Talking when you are talking to them
1175. Talking back in a disrespectful manner
1176. Calling the teacher a name
1177. Students unable to accept teacher's suggestions
1178. Failure to pay attention during class lectures or discussions
1179. Leaving trash in room (room messed up by students)
1180. Failure to complete assignments for a class (esp. when a sub is present)
1181. Class-cutting
1182. Profanity
1183. Use of profanity
1184. Slow response of students
1185. Some students say whatever comes to mind
1186. Cutting class
1186. Cutting class

1187. Student use of vulgar or profane words in class
1188. Weapons in school and classroom
1189. Profanity toward classmate and teacher
1190. Physical force displayed by student toward teacher
1191. Insubordination
1192. Use of profanity
1193. Respect of others (fellow students)
1194. Profanity
1195. Lewd and disruptive behavior (fighting, guns, drugs, gambling, etc.)
1196. Disobedience
1197. The use of profanity by students
1198. Students walk out of class
1199. Students leaving school during the day
1200. Talking and inattention in class
1201. Failure to follow direct orders
1202. Class cutting
1203. Excessive cursing to point of disrupting class
1204. Profanity
1205. Breaking known school rules
1206. Class cutting
1207. Students refusing to obey
1208. Fighting
1209. Verbal abuse - profanity
1210. Weapon and drugs in school
1211. Constant "talking back" from students
1212. Occasional outbursts of profanity
1213. Profanity
1214. Belligerent students who refuse to do what you ask them to do
1215. Insubordination/cursing
1216. Running and fighting/other students
1217. Use of profanity in the halls
1218. Student talking back to the teacher
1219. Profanity in the classroom
1220. Disrespect for authority
1221. Disobedience
1222. Profane language
1223. Students using profanity in the classroom or in the hallways
1224. When you speak to a child about his behavior, and he continues doing the same thing
1225. Talking back and refusing to follow classroom rules
1226. Using profanity
1227. Gawking back
1228. Refusal to follow non-teaching directions
1229. Talking back
1230. Pouting
1231. Cursing at any time
1232. Reckless movements (i.e., bumping others when walking
1233. Loud talking
1234. Student inattention during teacher explaining of lesson
1235. Frequent asking to toilet, get water -- unless health problem
1236. Talking back
1237. Facial expressions
1238. Attitude

1239. Students cursing teachers
1240. Students cut across teacher while the teacher is talking
1241. Students that refuse to obey rules and give smart remarks
1242. Students talking back
1243. (Nonexistent in my room) -- talking back, cursing and hitting an adult, disobedient
1244. Refusal to obey class rules
1245. Inappropriate facial and body gestures
1246. Arguing with teacher or other adult
1247. Talking back
1248. Students verbally aggravating peers and adults
1249. Students threatening peers and adults physically
1250. Angry parents disrupting instruction
1251. Classes passing to different rooms running and yelling in hallway and even when entering rooms
1252. Swearing and talking back to teachers, principal
1253. Refusal to follow directions
1254. Rudeness
1255. Talking back
1256. Cursing
1257. Blurting out remarks
1258. Talking back - weapons
1259. Continuous talking and/or "clowning"
1260. Talking back
1261. Fighting
1262. Weapon on school campus
1263. I feel most disrespect comes from administrators -- not from students
1264. Students that shout at the teacher
1265. Students that beat on desk and make rude noises when asked to stop
1266. Not paying attention
1267. Not following directions
1268. Talking back
1269. Talking back
1270. Disobeying teachers orders
1271. Carrying tales home
1272. Any child who misbehaves that the other students can not learn
1273. Anytime the teacher has to admonish a child or the class more than once
1274. Talking back, saying what you will not do
1275. Meddling, harassing and cursing teachers.
1276. Talking back to teacher
1277. Stealing
1278. Using profanity
1279. Cursing around students
1280. Cursing around teachers/adults
1281. Stealing
1282. Students talking back to adults
1283. Students "attitudes" toward school (negative)
1284. Talking back to teachers
1285. Failure to listen to adults
1286. Disobedience
1287. Refuse to follow instructions
1288. Using profanity
1289. Walking out of a classroom
1290. Arguing with the teacher

1291. Disobedient
1292. Cursing/Profanity
1293. Refuse to remain on task
1294. Talking/acting to and about peers, parents, etc.
1295. Students using profanity
1296. Students too loud in cafeteria
1297. Talking back to teachers
1298. Profanity
1299. Threats for teacher and other pupils
1300. Tearing up books
1301. Students talking back
1302. Students not following directions
1303. Talking back to the teacher in a negative manner
1304. Using profanity
1305. Using profanity
1306. Talking back
1307. Use of profanity
1308. Being aggressive toward adults and peers
1309. Refusing to do a given direction
1310. Cursing
1311. Respecting personal properties of others
1312. Dress codes (designer)
1313. Profanity
1314. Profanity
1315. Leaving classroom
1316. Talking back to teachers
1317. Disobeying teachers
1318. Not returning homework
1319. Students not showing respect to teacher.
1320. Students disrespecting each others rights
1321. Not completing classroom assignments
1322. Not being respectful in class
1323. Lunchroom behavior
1324. Talking repeatedly day after day
1325. Student hit teacher
1326. Students brought guns to school
1327. Student use of profanity
1328. Cursing teacher
1329. Hitting teacher
1330. Refusing request
1331. Fighting in the halls
1332. Profanity
1333. Lying on the teachers
1334. Talking back
1335. Disobedience
1336. Fighting
1337. Profanity
1338. Talking back
1339. Fighting
1340. Talking back
1341. Students ignoring teacher's instructions in halls who are not their homeroom teachers.
1342. Students making signs at teachers.
1343. Profanity

1344. Fighting
1345. Name calling, playing the dozen with classmates
1346. Yelling out in the classroom while classwork is being done
1347. Calling names and throwing paper
1348. Fighting
1349. Fighting
1350. Talking back
1351. Vulgar language
1352. Talking back
1353. Cursing
1354. Very stubborn won't move upon command
1355. Talking back
1356. Temper Tantrum
1357. Children who display disobedient behavior toward teacher
1358. Talking back
1359. Profanity
1360. Fighting and insensitivity toward peers
1361. Interruption of a lesson by principal, teacher, etc.
1362. Making unpleasant remarks when reprimanded
1363. Inability to interact with peers without physical or verbal abuse
1364. Removing or damaging property not owned by student.
1365. Boisterousness when talking to adults
1366. Verbal threats to the teacher
1367. Talking without permission
1368. Refusing to do as told
1369. Wanting to walk around the room
1370. Students walking out of the classroom
1371. Talking back to teachers
1372. Students not wanting to do assignments
1373. Talking back, bad attitudes
1374. Aggressive behavior toward adults
1375. When a child is roaming the hall and you tell him to go to class, the child ignores you or talks back.
1376. Intentionally disobeying classroom rules
1377. Use of profanity in presence of adults and other students
1378. Constantly talking back to adults.
1379. Constant talking and playing which disrupts the learning in the classroom
1380. Students do not care about learning and constantly are inattentive and noisy, disregard for rules.
1381. Constant arguing/fighting.
1382. Talking back, but I don't think we have disrespect in this school
1383. Telling teacher to shut up and sit down
1384. Screaming abusive racial slurs
1385. Sleeping, eating, radio playing during class
1386. Use of profinity in classroom
1387. Throwing food and other items in hallway
1388. Refusing to cooperate with teachers (i.e., talking, making noises, walking out of room, etc.)
1389. Students' ages. Males are retained too many times
1390. Disrespect to instructors, profanity, fights, and weapons, etc.

1391. Students' cursing
1392. Students' disrespect for teachers
1393. Students' lack of self-control
1394. Students' threats to adults
1395. Students' cursing adults
1396. Students not knowing correct way to address adults
1397. Using profanity openly without regards to authority
1398. Using profanity
1399. Using profanity within the classrooms, halls, etc.
1400. Refusing to obey school rules (classroom)
1401. Refusal tp participate in class activities or to do assignments
1402. Refusal to follow classroom rules and procedures
1403. Fighting in hallways
1404. Loud talking
1405. Disobey school rules
1406. Fighting
1407. Disrespect for personal and school property
1408. Fighting
1409. Disrespect for others
1410. Disrespect for rules
1411. Continually talking
1412. Fighting
1413. Interruptions
1414. Cursing
1415. Fighting
1416. Talking back
1417. Cussing
1418. Telling stories (lying)
1419. Stealing
1420. Talking back
1421. Not doing what is asked
1422. Administration ignoring the discipline problems, leaving the teacher responsible for handling the problem, while course of action is limited
1423. Threading by the child to hit and/or hurt physically
1424. Parents directly blaming the teacher in the presence of the child
1425. Continuing inappropriate behavior
1426. Verbal comments, such as "so! so!"
1427. Facial getures, such as "rolling eyes"
1428. Cursing a teacher
1429. Refusing to follow a teacher's verbal directions
1430. To go to class, etc.
1431. Four-letter name calling by students when they are angry
1432. Talking out in classes
1433. Eating food, chewing gum -- disrespect for school rules, organized society, organization
1434. Ignoring teachers' directions in the hhalls, etc.
1435. "Talking back"
1436. Cursing out at adults
1437. Fighting with peers during lessons
1438. Ignore adult who is speaking -- by keep alking, etc.
1439. Curse someone out
1440. Student fights
1441. Students not bringing supplies to class

1442. A student that refuses to obey my instruction
1443. Talking during class instruction
1444. Talking out
1445. Profanity
1446. Disruptive behavior
1447. Children getting worse -- parents are not consistent
1448. Not following rules when etablished -- gum, hats, etc.
1449. Continuous talking
1450. Nasty attitudes
1451. Refusal to cooperate and participate
1452. Verbal abuse of those in authority, arguing with teacher
1453. Deliverate disregard for rights of others
1454. Answering back of teachers
1455. Talking -- not staying on task
1456. Children verbally abusing teachers
1457. Children's refusal to complete assignments
1458. Children physically and verbally abusing other children
1459. Children who threaten teachers
1460. Parents who listen to children and believe them when they lie on teachers because teachers discipline them
1461. Parents who only come to cause trouble, not help
1462. Child who misbehaves and _____? teacher to discipline him because parent will come and beat them up
1463. Fighting
1464. Cursing
1465. Doing as he or she wants; no respect for rules
1466. Disobedience
1467. Not following clear directions
1468. Cursing or profanity
1469. Foul language
1470. Talking back to adults
1471. Students use of profanity in the halls
1472. Students talking back to adults.
1473. Students using profanity
1474. Interruptions from students during class (noise, fighting, disturbing other students)
1475. Poor conduct on the school bus
1476. Talking back
1477. Refusing to cooperate: time on task and follow directions
1478. Disrespect to adult authority
1479. Disrespect toward classmates
1480. Drugs -- truancy
1481. Foul language in classroom
1482. Refusing to obey a reasonable request
1483. Disruptive classroom behavior
1484. Students refusing to sit quietly and read or study before school starts
1485. Students refusal to obey schol rules
1486. Students that lie to parents
1487. Students that kick and bite
1488. Students that talk back to teachers
1489. Talking back
1490. Not responding to teacher request
1491. Too much noise
1492. Talking back to teacher

1493. Refusing to obey
1494. Profane language in the classroom
1495. Students who do not obey class rules
1496. Use of profanity at will by students
1497. Respect for authority
1498. Respect for other people's property
1499. Not following school or classroom rules
1500. Profanity
1501. Self-disrespect among students
1502. Barging into any class by students
1503. Cursing
1504. Profanity use in class and in hallways
1505. Disobedience when told to move on
1506. Fighting
1507. Abusive language (cussing
1508. Attendance (After "X" days absent/fail course
1509. Student usage of profane language
1510. Violation of school dress policies
1511. Disrespect for rights of other individuals
1512. Students who run screaming down hallways between 8:00 a.m. and 2:30 daily
1513. Students who tear down hallway pictures, spill food on floors, leave trays on tables daily
1514. Students who talk back while yelling and screaming
1515. A direct statement by a student -- "No, I won't sit down and do my work and you can't make me."
1516. Making faces, fingers in ears, and humming when I attempt to give specific instructions one-on-one
1517. Walking out of classroom after turning over desk and scattering books and papers
1518. Use of profanity
1519. Use of weapons
1520. Use of obscene gestures
1521. Use of weapons
1522. Talking while I'm talking
1523. Moving around the room (fidgity bodies)
1524. Fighting
1525. Profanity in the classroom, halls by students!
1526. Failure to do assigned work
1527. Excessive class cutting
1528. Inattention
1529. Talking
1530. Failure to complete assignments
1531. Students clearing out of the hallways
1532. Abusive verbel language
1533. Use of profanity
1534. Cursing the teachers and administration
1535. Ignoring directions
1536. Definance to school and classroom rules
1537. Profanity
1538. Student vebal-rebellion of school and classroom rules and regulations
1539. Fighting inside classroom and surrounding area
1540. Use of profane language toward teacher and classmates
1541. Taling back to the teacher

1542. Hitting other students without a cause
1543. Disruptive classroom behavior
1544. Disrespect in hallways and school grounds
1545. Cursing, stealing, violating rights of others, consistent/disobdience
1546. Students who talk back to adults
1547. Students who do not obey
1548. Telling me to do instead of asking
1549. "You ask me to do it - don't tell me, Honky!"
1550. Refusing to do assignment
1551. Using fowl language and jestures
1552. Students not respecting all adults
1553. Students talking back
1554. Student disrespect to teachers
1555. Disregard of teachers directives - commands - rules
1556. Desruption of learning environment
1557. Taling back!!!
1558. Making facial expressions every time one is asked or told to do something
1559. Arguing continuously with peers
1560. Gum-chewing
1561. Talking out of turn
1562. Tardiness/absenteeism
1563. Disrepect for teachers (students attitudes need improvement toward self, peers and teachers)
1564. Given a verbal command, students talk back
1565. Excessive fighting in school with limited number of days for suspension or no solution
1565. Fighting
1566. Profanity
1567. Not following school or classroom rules
1568. Hitting other students
1569. Disrupting classroom activities
1570. Attitude
1571. Not paying attention
1572. Hallway noise (screams, etc.)
1573. Refusal to follow directions
1574. "Joneing"
1575. Profanity
1576. Threatening teachers

PART III - TEACHER SUGGESTIONS
RESPONSES TO QUESTION D

D. What three areas would you like the Superintendent to concentrate on in the coming year?

1. Teacher respect
2. Personality
3. Do away with the Full Potential Program in small schools - they lead to race problems
4. Unify all areas
5. Classroom discipline workshop for teachers
6. Art classroom at every school
7. Personality
8. Respect for teachers
9. Personality (warm up some)
10. Create a positive image with the media
11. Personality
12. Teacher respect
13. Personality
14. Respect for teachers
15. Budget-funding
16. Teacher-Talks Program (a meeting held monthly for teachers to discuss concern they have with the Superintendent regarding Pupil Progress)
17. Standing up for teachers
18. Let resource staff work in their field, rather than pulling them out do do busywork in another area!
19. Making teachers aware of advancement opportunities in the system
20. Making all areas in the system perform same duties and responsibilities
21. Putting persons, or a person in the Elementary school directly responsible for helping teachers with instructional practices as the Curriculum Specialists at middle schools
22. Avoid presenting new plans that sound threatening to teachers - the "catch them being wrong approach."
23. Recognize that most teachers already have high expectations for their own performance and for their class and are giving 110 percent - try to show good manners
24. More respect and positive encouragement toward teachers
25. An increase in pay for teachers
26. Less paperwork
27. Increasing teacher morale
28. Not worry about unimportant things such as gum chewing, etc.
29. Emphasize creative thinking and critical thinking rather than test scores
30. Make areas more unified in duties and responsibilities for teachers
31. Duties and responsibilities
32. Writing objectives on board for every subject
33. City wide lesson plans
34. Discipline
35. Assurance each teacher is treated with respect
36. Professionally held faculty meetings
37. Discipline of students
38. Eliminating inflexible, mandatory systemwide lesson planning
39. Eliminating writing "objective" on chalkboard before each subject
40. Discipline of student

41. Eliminate writing objectives on chalkboard
42. Teacher Pay Salary
43. More Staff Development Programs
44. Unity among all members of Atlanta Public School (non-separation central office vs. schools.)
45. Supplies to the classroom
46. Media Center
47. Music, salary!
48. Money for classrooms
49. Discipline/same guidelines for (all) schools
50. Becoming more humble
51. Salaries for teachers
52. Staying out of the newspapers with negative publicity. Actions could and should promote more positive publicity
53. Be held more accountable for frivolous spending/money deficits
54. Superintendent's "dictatorial" attitude - lack of respect for others
55. Salary - teachers
56. Less paperwork (CLO's; objectives)
57. Increase salary
58. Proper supplies
59. Staff development
60. Autonomous lesson plans
61. Counseling in all elementary schools as well as all other schools
62. Parent education and support groups for parents in all schools
63. Positive (non-threatening!) communication with staff and community
64. Tighten security in high schools
65. Improved relations with your school board
66. More finances for better and new equipment
67. Higher pay for teachers
68. Seeing teachers assets with sharp brains, not dim-wits
69. Teacher morale
70. Higher pay salaries
71. Salary raises
72. Streamlining paperwork
73. Salary!
74. Enhance communication
75. Salary
76. Funding each classroom with more supplies
77. Eliminate writing objectives on chalkboard for every subject, if needed write objectives before class begins
78. This allows time for pupils to get off tasks in the primary grades
79. Emphasize to parents and students what schools do for them free and otherwise
80. Formulate and enforce a realistic (tough) student discipline program and require all teachers and principals to follow it
81. Don't require or allow schools with obvious academic shortcoming to get involved in a lot of extra programs for "show."
82. Work on a new promotion retention program because the minimum skills program is a force to some and a trial to others. At any rate, it suffers from serious inconsistency
83. Discipline problems
84. Boosting teacher morale
85. Teacher incentives

86. A discipline policy for the school system. A policy wtih consequences to change behavior
87. Dress code or some policy to set a minimum standard for teachers and students
88. Free teachers to teach. CLO's were not adequately written. The effective teacher can chart her own path through a course based on the capabilities and interests, etc. of pupils
89. Look at the retention policy - consider all factors. Revise policy and practices so that pupils can do more than repeat grade
90. Open classrooms (clusters)
91. Pre-first grade - (Kindergarten retention)
92. Discipline
93. Teacher Morale
94. Parent Involvement
95. Parent Involvement
96. Cutting down on paperwork
97. Morale of teachers
98. Discipline of students
99. Eliminate writing objectives on chalkboard for every subject
100. Language experience
101. Discipline systemwide - creating a truly effective plan
102. Discipline
103. Supply teacher for all teachers
104. Housekeeper for all schools
105. Science
106. Math
107. Local school decision making about lesson plans, curriculum (within limits of curriculum guides) long range school objectives, etc.
108. Personality
109. Pay raise
110. Less paperwork and more teacher in put
111. Aids in lower grades
112. Teacher self esteem
113. Staff support systems
114. Teachers need more input in everything!
115. Computer net work to information bank - such as test questions
116. Having the Jostens Learning system work more effectively
117. Spending less money on printed materials and trips for his friends
118. Relieving teacher from unnecessary paperwork
119. Either correcting problems with Jostens Learning System or replacing the program
120. Correcting clerical errors that come out of administrative offices
121. Staff support programs
122. More innovative staff development programs
123. More access to counselors in elementary schools
124. Communication - more communication with school board members. More consistancy in the schools - get rid of the Areas. Allow all elementary people to get together
125. Incentives - more rewards for excellent, educated teachers
126. Build a reputation - find a way to help or get rid of poor teachers
127. Give classroom teachers more voice in the curriculum
128. Stop using so much paper (sending messages unnecessary)
129. Being honest and trustworthy

130. Doing away with jobs that are unnecessary, so that the money can go towards supplies and teachers salaries
131. Teacher Morale
132. Teach Pay
133. Treating teachers like individuals. Don't lump everyone into one pot. "If it ain't broke, don't fix it."
134. Salary
135. Discipline - crack down
136. Reducing paperwork
137. Less paperwork
138. Allow all teachers to have more input - not just a chosen few
139. More help with children with severe learning and emotional problems
140. Teacher morale
141. More get-acquainted sessions with teachers from other areas other than ours
142. Better staff development
143. Better allotment of materials to schools
144. Better staff development
145. Less stress for standardized tests. Use them as a teaching tool - not judgement of teacher ability!
146. If he doen't know --? Then we're in "big" trouble
147. Salary
148. Conditions (Working)
149. Supplies
150. Leave butterfly schools alone
151. Paperwork
152. Incentives for poor performaners to stay in school
153. Improvement of facilites (buildings)
154. Psychological testing feedback
155. Remediation program within school
156. Less paperwork!!!
157. Raising teacher morale (PR in community, opportunities for recognition and advancement, higher pay)
158. Providing more aides in classrooms
159. His excessive budget
160. Prejudice towards white women
161. Objectives on the board
162. Negative exposure in paper
163. Improvement in discipline policy
164. Salary increase for all employees
165. Air conditioners for all Atlanta City Schools
166. Adequate materials, funds, machines and appropriate surroundings for the school grounds
167. Teacher's salaires, respect and listening and following our suggestions
168. Give the teachers choices and the authority to make decisions
161. Discipline - give the teachers authority and power to do as they see fit
162. Salary increase
163. Supply increases
164. Reduction in administrative positions
165. Each child with a book (for homework)
166. Not to be so dogmatic
167. Discipline
168. Teacher Morale
169. More respect for teachers
170. Proper indoor P.E. facilites for elementary schools

171. Proper equipment made easily available
172. More supplies i.e., paper, construction paper, glue, etc.
173. Discipline
174. Paperwork
175. Making sure that teachers are teaching their students so that the students can reach their highest potential
176. Disciplines
177. Cuting down paperwork and meetings
178. Thirty minutes lunch breaks
179. Improving elementary school teachers' ability to teach reading rather than relying on basal guides for scripts
180. Stopping corporal punishment
181. Salary
182. Physical environment (the school)
183. Raising test scores
184. Discipline
185. Parent involvement
186. Discipline problems
187. Lesson plans
188. Cost of living increase
189. Use teacher guides and CLO's in place of lesson plans
190. Salary increase that are cost of living effective
191. Bus duty
192. Too many meetings
193. More community and parent involvement and participation
194. Counseling for young and low income parents
195. Teacher salaries
196. Closing open cluster classrooms
197. Giving more funds to teachers for supplies
198. Give ten percent raise to teachers
199. Reduce paperwork
200. Planning time for teachers (classroom) - the heats on and no help
201. Helping classroom teachers with respect
202. Remedial/special education for slow learners
203. Libraries, art, p.e., classes held always
204. Discipline
205. Environment of the work place
206. Salary
207. Decrease paperwork
208. Planning period for elementary school teachers
209. Decreasing paperwork
210. Counseling more frequently among students in elementary schools
211. Parent workshops on being a more effective parent
212. Cut down on paperwork
213. Disrespect for teachers by students
214. Teacher morale
215. Discipline
216. Reduction in paperwork
217. Salary increase
218. Discipline in the school
219. Aware and recognize good effective teaching practices
220. Compensate teachers with monetary tokens based on a set of criteria
221. Display more trust in the Atlanta School teachers
222. Provide educational leave for professional growth

223. Discipline
224. Lower classroom ratio
225. Planning period during the day
226. Discipline
227. Lower class ratio
228. Specified planning period during day
229. He has done a final job this far
230. Discipline
231. Finding a way to bring salaries of veteran teachers in live with national norm
232. Discipline
233. Parental support
234. Financial support in all areas
235. Creating a positive atmosphere systemwide, schoolwide, and in the classroom
236. Less emphasis on test scores
237. Increase veteran teachers' salaries to make them comparable with national norms
238. Strong discipline policy with administrative banking
239. Incentive Programs for excellence in teaching
240. Elevate veteran teachers salaries
241. Comparable with the national average
242. Reducing paperwork
243. More planning time
244. Discipline
245. Creating a teacher center
246. Student discipline
247. More planning time
248. Discipline
249. Reduction in paperwork
250. Discipline
251. Shorten lesson plans
252. Discipline
253. Improving Audio-Visual material
254. More emphasis on Science and Computer
255. Less paperwork
256. Discipline
257. Pay raise
258. Teacher Responsibility
259. Better pay for teachers
260. Upgrading of schools that are a health hazard
261. Putting attendance on computers
262. Discipline
263. Physical plant improvement (renovating school)
264. More materials for classrooms in math and science
265. More classroom teacher support
266. Putting attendance on computers
267. Reducing paperwork from Area Office
268. Discipline
269. Teacher morale
270. Discipline
271. Security of workplace
272. Community lies between teachers and Superintendent
273. Literacy and the cultural deprived student
274. Establishing a good working relationship with our city government
275. He's doing a good job, however, reduce some of his media coverage

276. Discipline
277. Teacher input in decisions involving teachers
278. Reduction of paperwork
279. Parental involvement
280. Discipline policy
281. Teacher appreciation
282. Providing materials directly related to standardized tests
283. More classroom computers for all interested teachers
284. Parent involvement in the schools
285. Discipline!! A no-nonsense approach!
286. Salary
287. A positive and supporting role for teachers
288. Working with preschools in the transition of their students to kindergarten
289. Providing each school with a central staffing team (PEC)
290. Consider using curriculum specialist as SST chairpersons. They could monitor the modified curriculum (objectives) discussed during SST conference(s)
291. Planning periods provided for elementary teachers
292. In-school suspension for elementary students
293. Let elementary teachers work at a pace comfortable in maintaining accuracy of skills for low achievers without worry of job being jeopardizied. Let teachers get back to the basics
294. Cutting down on paperwork
295. Student discipline
296. Salary
297. Discipline
298. Salary
299. Teacher morale
300. Excessive testing
301. Teacher pay
302. Class sizes
303. Clerical help
304. Supply teachers always
305. Student accountability
306. Parent accountability
307. Allowing teachers to teach without interruptions
308. Discipline
309. Salaries
310. Increased instructional budget
311. School Administration (School Leadership)
312. Fair promotion policies (not by who you know) for teachers and children
313. Workable discipline policy (not suspension - for this only defeats our educational purpose)
314. Elementary teacher should have a planning period every day
315. To continue to come into the schools with his team and do it more often
316. Have a planning day each month
317. Too much paper work including lesson plans
318. Inspiring students to want to learn
319. Find a way to get parents involved in their child's learning process
320. Drop-out rate
321. Middle school program
322. Discipline at the High School level
323. Creating a Professional
324. Teacher's Resource Center
325. Creating new job (Instructional Lead Teacher of Student Service)

326. Giving teacher's more freedom in their classroom
327. Educating teacher's on what is dysfunctionality and how it relates and affects our students
328. Better benefits, incentives, and rewards for teachers
329. Discipline
330. Less paperwork, more teaching time
331. Discipline
332. Discipline
333. Reduction of paperwork
334. Improve communication between central focus team members and the teachers they observe
335. Improvement in the relationship between principals and staff members. Some principals need more human relations training
336. Reduction in paperwork
337. Salary Increase
338. Test scores
339. Central and Local Focus Schools
340. More time for teachers to take a "breather"
341. Small classrooms
342. Flexible scheduling
343. Teacher in-service
344. African-American information for teachers
345. Discipline
346. Salaries
347. Supplies
348. Parent Involvement
349. A democratic system rather than autocratic administration
350. Immediate feedback on all evaluations
351. Constructive and positive corrective measures for areas of criticism
352. Special education needs
353. Summer Special Education Programs
354. Improved Linguistic Communication Programs
355. More creative means of writing lesson plans
356. More hands on classroom aids
357. More in-schools workshops for discipline and teaching aids
358. Decrease the amount of redundant paperwork required of teachers
359. Increase the teacher salary to a respectable cost of living amount
360. Provide teacher assistance to teachers wanting additional classroom help with student groups. (Paraprofessionals.) Some teachers do not wish to have additional help provided by the school board.
361. Developing better organization and procedures for itinerant teachers
362. Insuring that every class has an adequate space, equipment, materials, lighting, etc.
363. Security of storage areas and classrooms during off-duty hours
364. More planning time (e.g.; early dismisal of students periodically - allowing teachers time to catch up with paperwork)
365. Discipline
366. Individual schools having more input in their school program and curriculum
367. Raising the morale of teachers
368. Stronger/enforceable discipline policy
369. More remedial programs for slower learners
370. Raising morale of teachers
371. Stronger/enforceable discipline policy
372. Remedies Programs for slower learners

373. Giving us the same respect that he wants us to give to him and the students
374. Have a more positive and compassionate attitude towards teachers and staff. (Treat us the way you want us to treat the students.) We too are human!
375. Designing elementary curriculum based on the way children grow and develop and learn
376. More activities (for example, Early American Arts and Crafts for fifth grade to include cooking, candle- and soap-making, spinning, weaving, sewing, carpentry.) Happy, constructive children grow into happy, constructive adults
377. Teacher input in the education process: planbooks, tests
378. Unbiased promotional appointments to qualified personnel
379. Increased pay for experienced teachers
380. More building level support staff in elementary schools. Counselors, assistant principal/curriculum assistant; paraprofessionals
381. Better maintenance of buildings
382. I think if a teacher is not doing their job they should be fired instead of written up
383. Discipline
384. Attendance
385. Parent involvement
386. Elimination of most observations
387. Allocate more for teachers to go out and buy what they need for supplies
388. Get rid of written lesson plans for those with adequate GTOI scores
389. Enrichment for students in Housing Projects
390. Trips for students in Housing Projects
391. Take-home books for students in Housing Projects
392. Discipline
393. Parent/Teacher relations
394. Salary increases
395. Smaller class load in primary grades
396. More supplies for primary grades, more lab/classroom for science
397. Reducation of junk paper coming from his office
398. Cancel black "Afro" studies -- $1,000,000
399. Stay out of media in negative light -- censorship, etc.
400. New ideas for effectively reaching students
401. Making supplies and aids available for science classes - a floating aid could be available for up to date videos and TVs in each class to bring science and social studies to life in the class
402. Retained students
403. Rewardness in the schools
404. Financial rewards for teachers, parents, secretaries above regular duties
405. Changing the plan book - it's too awkward and absurd
406. Change his position on retaining kindergarten students
407. Visiting the classrooms with a smile and a positive attitude
408. Improved faculty and staffs through a more humane level of communicating
409. Ending teacher "bashing" during public speaking
410. Cease forwarding fliers that seem to be products of brainwashing techniques to faculty and staff
411. Uniform discipline code
412. Uniform discipline code
413. Uniform discipline code
414. Keeping out of the media maelstrom
415. Using local business people, civic leaders, church leaders, etc. to give motivational talks on public TV station

416. Eliminate racism during African-History Month and thereafter increasing disrespect
417. Make school less test oriented
418. Eliminate bubble sheets
419. More rcognition of teacher achievements
420. Less intimidation of teachers
421. Drop the damn objectives listed on the board, assaine!
422. No detailed lesson plans
423. Making teachers first
424. Understanding that each community is different
425. Concentrate on unity, unity, and unity for the system (Divided we will fall!)
426. I would like to see improvement in classroom space
427. Please get air conditioner for all classrooms or school
428. We need to see a way to cut out IDS and save money
429. Building outsider respect toward the field of education (Public Relations)
430. Updating styles of teaching, i.e., learning centers, more audio-visual equipment
431. Developing a better relationships with the teachers. Hearing their needs as educators for their classroom and professionals
432. Eliminating those bulky non-functional lesson plan books
433. Airconditioning classrooms
434. Safety of employees (school buildings, parking lots)
435. Upgrading, adding to supplies available from school warehouse
436. Reducing paperwork
437. Increasing salaries
438. A simple discipline plan
439. Class size - should be smaller
440. Adquate facilites for all disciplines
441. Promotion
442. Salaries
443. Classroom environment conductive to learning
444. Discipline and airconditioning for all schools
445. Recreational facilities for inner city pupils
446. Methods to get parents involved
447. Salary
448. Paperwork
449. Rewards for good teaching
450. Success of developmentally appropriate kindergarten classes
451. Bridging the gap between kindergarten and fist grade; preparing students for GCRT, ITBS, etc.
452. Success of developmentally appropriate kindergarten classes
453. Bridging the gap between kindergarten and first grade; preparing students for GCRT, ITBS, etc.
454. More programs for encouraging students to excel in school
455. Jealousy among teachers
456. Teachers on "Ego Trips" (Teachers who are more interested in their cars and the people they know than they are in students learning)
457. Teachers who LIE to the principal about other teachers they do not like
458. Professional development funds for conferences available to teachers on an equitable basis
459. Better communication for teachers up the administrative hirarchy
460. More equitable support of existing APS programs - e.g., music art
461. Respect for teachers (from super)
462. Finding a new job - elsewhere!

463. Developing respect for teachers
464. Realistic promotional policies for all staff members
465. Discipline
466. Curriculum diversification
467. Increased support of media/information development
468. Making public service announcements to get parents involved in the high school education of their children
469. Salaries (Teacher)
470. Supplies
471. Equipment
472. Discipline, manners, morals
473. Upgrading the performance of non-achievers who have problems with motivation -- no physical or psychological (serious) problems
474. Insure a fair or equitable access to major equipment like telephones, typewriters, thermofax machines, and copiers for all staff
475. Discipline
476. Attendance of students (class) -- set a minimum no. of days students must be in class (out of 90) to pass
477. Reducing paperwork for staff
478. Dropout prevention
479. Proper scheduling
480. Parent (Student relationship with school)
481. A discipline lesson in course for parents
482. Reduce the amount of paperwork
483. Reduce the amount of paperwrok
484. Invite former and successful students as role models to come in and talk with students in all grades
485. Discipline
486. Foreign language representative on central focus team
487. Freedom to use teacher ingenuity
488. Less over-head Administration and more direct contributions to students from central focus team and area office personnel
489. Discipline Problems (Behavior and Attitudes)
490. Teaching Sex Education in the Classroom
491. More Realisitc Teaching Experiences (Hands-on Experiences) Teaching Life Experiences vs. Books
492. Discipline
493. Teacher input concerning all areas of students education
494. Relationships between administration, teachers, and parents
495. Inspired teaching
496. Building a higher level of morales (teachers) for principals
497. Working with other school systems more to see how problem areas are solved
498. P.E. teachers in schools everyday
499. Decreasing class size for all teachers. Set seom "administrators" back in the classroom?
500. Letting teachers buy supplies and supplemnetal books for class use. Or make decisions about what they need
501. Getting (and maintaining) good copiers and more TV's and VCR's than are now available.
502. No African Infusion -- waste of time
503. Discipline -- fund in-house suspension, alternative school
504. Raising teacher's salaries
505. Free period each day for elementary teachers
506. Air condition all classrooms

507. Smaller class sizes
508. Reduction in paperwork
509. Better working conditions (e.g., air conditions/protection against bees by intalling netting for windows
510. Less paperwork
511. Revised plans for lesson plans, too much time is spent doing lesson plans weekly
512. More money allotted for supplies
513. Salary
514. Class size
515. Hourly-Teachers Planning Time/Elementary Level
516. Reduction of System Testing
517. Substantial Raises for Teachers - 10 percent to 12 percent
518. Improving teacher morale
519. Minimizing paperwork
520. Helping children deal with anger and stress
521. Helping children cope with their drug environment
522. Making parents become more involved with their children and the school
523. Realistic discipline guidelines
524. Giving teachers more control in classrooms
525. Career ladder
526. Employment of white teachers in all schools
527. Discontinue use of ID reports in math and reading
528. Revised method of Lesson plans. Revised physical education program or a full time teacher in every school, also art and a counselor
529. Lesson plan format
530. Letting teachers feel free to teach
531. Boosting morale, more positive reinforcement
532. Higher pay
533. English textbooks for all student's
534. Air conditions in the classroom
535. Better personnel relations between staffs and central office
536. More security in some schools
537. Better maintenance of buildings - broken equipment repaired - buildings revovates
538. Teacher pay raises
539. Air conditioned classrooms
540. Discipline in school settings
541. Higher pay
542. N/A
543. Salary
544. Promotions
545. Employee -- employer relations
546. A text book in every subject for every child. We did not have enough science books. Pupils were expected to share books that they had to write answers.
547. Student discipline
548. More support for teachers
549. Reducing the amount of paperwork demand
550. Examining the city-wide differences on advisement teacher plan requirement and computer offering/facilities
551. Motivational techniques and consequences for students who refuse to try to learn
552. More immediate removal of students who insist on disrupting regular school programs and who refuse to do class and homework

553. Systemwide consequences for offenders of rules such as 'no gum chewing,' class cutting, etc.
554. Discipline
555. Human Dynamics for Principals
556. Teacher morale
557. More buzz sessions with teachers
558. Master teachers serving as consultants to in assisting new teachers perfect instructional strategies
559. Superintendent should be able to identify teachers who possess leadership skills and allow them opportunities for development
560. Discipline
561. Parental Involvement
562. Strengthening the curriculum
563. Standardization of subject areas
564. Teenage pregnancy
565. Teacher increased work-load
566. Advisement
567. Less mandates and more empowerment from teachers who are actually doing the work everyday
568. Community/parent involvement
569. Student needs other than instruction in the class
570. Discipline
571. Improving teacher salaries
572. In-service training courses for teachers
573. Communication between planning and expanded service and vocational staff-establishing clear cut line of administration between supportive staff and teachers
574. Cutting down on the amount of paperwork
575. Financial assistance to attend conferences
576. More participation by teachers in decision-making before they are made law
577. Higher salaries for teachers
578. Less paperwork (system-wide computers for attendance and home contact)
579. Separate eating facility and separate lunch menu for teachers within the school (uniformly; some schools have these and some do not)
580. Reduce preparations and extra curricular activities so teachers can focus on teaching
581. Greater teacher participation in decision making
582. Better pay and recognition for teachers
583. Homework policy
584. The prevention of cheating
585. Raising academic standards
586. A system to assure adequate teaching materials for all
587. M.E.P.
588. More concentration on discipline
589. Positive leadership
590. Avoid any but CONSTRUCTIVE criticism
591. Better
592. Focus on meeting the needs of the "poor" children in Atlanta: poor because of eonomics, drugs, abuse, and family instability Stop beating up the teachers because the children aren't learning, and work with the teachers to find new and creative teaching methods
593. I was not teaching last year
594. Continuity of the curriculum systemwide
595. Teacher in-put in decision making

596. Parental accountability
597. Controlization of the school system to enhance effectiveness
598. Salaries
599. Reduction of non-teaching duties
600. Public Relations
601. Establish measurable objectives for this urban school system
602. Make sure this is one school system and not THREE
603. Curriculum of primary grades should be revised
604. Correlation of kindergarten report cards with curriculum
605. Recording kindergarten grades on report card; there is no grade equivalent to a B/Very Good; there is S/Satisfactory and E/Excellent
606. Building a better rapport with teachers
607. Respecting teachers rights
608. Provide special incentives for inspired
609. Provide special incentives for inspired teachers who have excelled in the teaching profession
610. Stocking school with current up-to-date Basal series and other materials, i.e., screens, T.V.'s, audio equipment
611. Give his overall-plan and means to expedite school plan
612. Schools media center stocked with some current literature, film strips, videos, etc.
613. Lower student/teacher ratios
614. Higher allowances for school supplies
615. Better teacher -- administrative relations
616. Something other than his ego
617. A realistic view of what "All Children Can Learn"
618. Getting rid of minimum skills so teachers can let the students READ!
619. Educating parents on involvement in students overall school program
620. Placing at least six different exploratory subjects in each middle school
621. Discipline
622. Teacher morale
623. Students attending schools in their area
624. Less paperwork
625. Stronger discipline policy
626. Contact with parents about their children's behavior as school
627. Math
628. Reading
629. Computer
630. Discipline and stronger policy
631. Less paperwork
632. Stronger suspension/expulsion policies
633. Lower the age for alternative school students
634. Eliminate pacing sheets/CLOs and allow teachers more flexibility in classes
635. Market-sensitive salaries for all school employees
636. Less paperwork
637. Right-To-Eat Lunch hour
638. Excessive "monitoring" of teachers with no feedback
639. Collective bargaining
640. Increased salary instead of Superintendent's so-called "educational excursions"
641. Less paperwork
642. Duty-free lunches
643. The Superintendent should concentrate on eliminating combination classes.
644. Decrease the number of students in classes

645. The Superintendent should allow us to formulate our own plans, with no so much emphasis on a planned book.
646. Parent involvement in class at middle school level
647. Teacher supplies
648. Inspired teaching
649. Expediting the PEC referral process
650. More awareness of actual classroom situations
651. Preparation time for elementary classroom teachers
652. Art classes/counseling of students
653. Planning times -- Tutorials and faculty meetings take three days.
654. Tutorial for students who need one-to-one instruction until able to function more effectively with average classmates.
655. How principals are selected for principalship
656. Class size
657. More teacher input in making decisions and disbanding Leadership Team
658. Writing voluminous lesson plans. You are supposed to use the Teacher's Guide for instruction. Why re-write these steps?
659. Planning 30-minute daily break for first grade teachers
660. Full-time Teacher Assistants for first grade teachers
661. Reduction of paperwork
662. Writing shorter lesson plan
663. Older students in classrooms
664. Discipline plan and drug plan
665. Discipline
666. Curriculum
667. Streamline paperwork
668. Lifting the morale of teachers
669. Praising teachers instead of putting them down
670. Lowering teacher-student ratio
671. More recognition for creative teaching
672. Recognition for 10- and 25-year teachers (a pin for 10 years and/or $100.00; 25-year pin and/or $250.00
673. Curriculum
674. Discipline problems
675. Clan size
676. Teacher salaries
677. Duty-free lunch
678. Discipline
679. Working relationships in the schools among teachers
680. Salaries
681. Promotions
682. Motivation
683. Have a positive attitude toward teachers
684. Use more tact when addressing issues
685. Planning time for elementary teachers
686. Discipline problems
687. A variety of appropriate instructional materials
688. Parental cooperation
689. Whole Language -- Time, Owenship and response writing and reading workshops
690. More computer programs for science and social studies
691. Discipline
692. Planning time for teachers

693. Improving teacher morale by being more positive
694. Parent involvement
695. Adequate materials and supplies
696. Veteran teachers need to work as a team with newer teachers. *Central staff are here, but do not get to the root of the problem. They may see teachers not teaching and who need help, but they won't do anything.
697. To provide an hour a day for planning time
698. Team-teaching in order to give more time for planning
699. Teacher salaries
700. Providing support for teachers through teacher aides for all teachers
701. Continued improvement of student performance/test scores
702. Continue to improve teachers' salaries
703. School-wide discipline policy with some teeth in it -- concrete, clear and understandable, and definite.
704. Coordinating all disciplines in their importance and not making any discipline seem insignificant
705. Realize the value and importance of extra curricular activities and participation in the total educational program
706. Professional courtesy by principals toward teachers
707. Compensatory time for school duties after school hours
708. Teachers' salaries
709. Supplies
710. Administrators - (They need to know how to talk to people.)
711. Discipline
712. Teacher morale
713. Competency of administrators
714. Vocational Education
715. Alternative Education to lower dropout rate
716. Tough discipline policies or tough disciplinarians
717. Teacher's Plan Book
718. Duty-free lunch period for all teachers
719. Higher salaries
720. Working more closely with the Special Education students in the various programs
721. Vocational Education for Special Education students
722. More "hands-on" activity for Special Education students
723. Communicating with teachers
724. Letting teachers be involved in decision-making on state level
725. Attendance
726. Teacher training
727. Curriculum planning (contents) - A more activity-centered curriculum
728. Discipline
729. Lesson plans - paperwork
730. Parent involvement
731. Boosting teacher morale
732. More teachers in rut in classroom matters/subjects
733. Increased pay for teachers
734. Salary increase
735. Lower pupil-teacher ratio
736. Alternative learning route for "slow learner"
737. Lesson plans - paperwork
738. Parent involvement
739. Teacher morale

740. Stronger discipline policy (in-school detentions and establishing after-school detention halls on elementary level)
741. Remedial programs for students who do not qualify for Special Ed. Program nor Chapter I services.
742. Developing "developmentally appropriate" first grades
743. Engaging students in activities which promote independent learning
744. More strict discipline policy
745. Greater utilization of classroom computers
746. Reduce amount of time teachers must spend on paperwork, freeing their time and energy for more creative activities
747. Eliminate the Central Focus Team which offers plentiful criticism of trivial impact, but little constructive help on substantial concerns
748. Do away with writing objectives on the board
749. Salaries
750. Multi-Disciplinary Evaluation Teams
751. Counselors in the elementary schools to counsel troubled youths who are experiencing social and/or emotional problems as well as environmental problems which interfere with learning and discipline in the classroom
752. Salaries
753. Attitudes
754. Discipline
755. Community services for elementary schools
756. Establish a list of books available to each elementary school library related to Black Infusion. It might be necessary to purchase and place a certain basic quota of books in the individual school library.
757. Make available to teachers an interpersonal relationship forum for the discussion of strategies, techniques, and rights to work in safe non-threatening environment.
758. Teaching teachers how to motivate students
759. Discipline guidelines
760. Staff relationships within the System and within the school
761. Curriculum development for all segments of the System on all grade levels
762. Textbook selection
763. More money for teachers
764. Student discipline
765. Staff morale
766. Environmental Services - Care of lawns and athletic fields
767. Empowerment of teachers in school for better discipline
768. Stress team teaching, inter-departmental work, collaboration between schools
769. Foster community interest for school
770. Student discipline
771. Parent involvement
772. Student incentives for learning activities
773. Helping parents to understand their responsibilities
774. Inspired Learning activities
775. Increased salaries for all teachers
776. More money for PEC programs
777. Higher teacher's salary
778. Accessibility to teaching supplies when needed
779. Facility for incorrigible students
780. Discipline in the schools
781. Strengthening of business partnerships with vocational education
782. Promotion of the APS education strategies

783. Community schools/alternative schools for problem students and/or potential dropouts
784. Discipline guidelines for students
785. Effective means of reporting and getting response for grievances
786. Responsibilities of students as learners
787. Student discipline. More backup of teachers is needed if we continue to increase the load on classroom teachers. They must have more support in the area of discipline.
788. Discipline
789. Discipline
790. Paperwork
791. Teaching supplies
792. Discipline
793. Discipline -- new policy
794. Paperwork -- excessive
795. Teaching supplies
796. Discipline
797. Paperwork
798. Teaching supplies
799. Better communication between principals and teachers
800. Selection of local teachers for conducting workshops
801. Discipline
802. To see that classroom observations are fair
803. Emphasize strongly the importance of administrators being impartial
804. To discourage dictatorial attitudes on the part of administrators
805. Parent involvement
806. Discipline
807. Incentives for teachers
808. School/community relationship
809. Discipline
810. Incentive program for teachers
811. Positive publicity for the community so that people will become aware of teaching as a profession -- and a difficult one
812. Eliminate unnecessary paperwork
813. A committee to help with the discipline in the schools
814. Discipline problems and how to solve them
815. Workshops for parents so that they can be able to understand their children's homework
816. Parents more involved
817. Selecting principals whose concerns are the child (1st, 2nd, 3rd)
818. Seeing test scores as a means to an end (I feel forced to engage in some irregularities to "look good on paper"
819. Open-door policy (providing a structure where I can engage in honest-to-goodness dialogue about "the state of education in APS"
820. Address various exceptionalities of special educations and their associations with the evaluation of the special education teacher
821. Parent involvement
822. Less paperwork for teachers; more planning time
823. More severe punishment to first-time student offenders
824. Teacher morale
825. Disband IDS
826. Accountability of parents

827. Discipline
828. Parent involvement
829. Teacher access to more materials
830. Reduction in class sizes
831. Ending school year on last Friday in May
832. Less paperwork
833. More supplies for teachers
834. Improved school buildings
835. Longer duty-free lunches for teachers
836. Reduction in paperwork
837. Improving teacher morale
838. Discipline
839. Fair distribution of teaching loads, etc.
840. Incompetent principals and administrators
841. Salary
842. Computers in language arts classes
843. Strong discipline policy
844. Eliminate minimum skills
845. Administering ITBS in Fall and Spring
846. Planning time for elementary teachers
847. Discipline policy strengthened
848. Elimination of IDS system" 51. Administering ITBS in Fall and Spring
849. Planning time available for elementary teachers
850. Teacher-pupil ratio (15 to 1)
851. Aids for third grade
852. Eliminate so much testing in third grade. Have one test -- ITBS or GCRT
853. Teacher attitudes
854. Teacher recommendations in school policy
855. A discipline procedure that works
856. Salary
857. Pupil-teacher ratio
858. Reduction in paperwork
859. Salaries
860. Pupil-teacher ratio
861. Reduction in paperwork
862. Salary
863. Pupil-teacher ratio
864. Reduction in paperwork
865. Discipline
866. Working alternative programs for students not making the grade
867. Administrative support for teachers
868. Discipline
869. Discipline
870. Reduction of forms to be completed and placed (both for teachers and students)
871. Salaries
872. Pupil-teacher ratio
873. Reduction in paperwork
874. Identifying and placing students with severe emotional problems quickly, or provide an alternative for the regular education teacher in dealing with these students
875. Safety of buildings
876. In-school suspension programs

877. Short-term positive reinforcement for desirable student behavior
878. Discipline!!!
879. Discipline
880. Parents' responsibility in educating their children (parental report card)
881. Supplies!!! (of various types)
882. Find better principals or transfer them
883. Better affective education program
884. More use of consistent implementation of discipline rules for each school
885. Honor Roll policy for Special Education Program
886. Consistency in school policy for students who are suspended
887. Consistent discipline program throughout the school district
888. Discipline
889. Materials
890. Science workshops
891. Violence in the school
892. Disrespect of teachers in the classroom
893. Involve teachers more in decision making
894. Discipline in schools
895. Concentrate more on spending money in the classroom where it is needed most!!
896. Decreasing class sizes with more teacher assistance
897. Providing immediate remedial assistance to students who are failing courses
898. Providing for more readily available resources for instructional use in the form of materials as well as resource persons
899. Discipline
900. Support and ideas from Area staff -- not criticism
901. Discipline in our schools (especially middle schools)
902. Teachers' input and/or suggestions
903. Our Superintendent should respect and treat teachers more like professional human beings!
904. Raising teacher morale
905. Acknowledging and effectively dealing with discipline problems
906. Efforts to make parents more accountable for their children's work habits and behavior
907. Require each school to select no more than six major schoolwide activities which will be quality programs. Programs should not be developed at the last minute
908. Eliminate some of the many fund-raisers in elementary schools
909. Administrators should have a role as a partner in the classroom as well as an observer
910. Providing paraprofessionals for first grade
911. Method for teachers to evaluate principal
912. Having a "real" planning time in elementary school
913. Lesson plan format
914. Be human, and care as much for the teacher as he does for the children
915. Reduced class size
916. Teacher morale
917. Alternative programs for black males
918. Assigning a paraprofessional to all first grade teachers
919. More money for teachers/salary
920. A method of teachers evaluating principal
921. Grouping of children for instruction -- some teachers have the same top or bottom group year after year

922. Take the selection of teachers for summer school out of the hands of the principals. (They are getting their friends and who they like to work)
923. Personnel should return to handling transfers from school to school. Now the principals interview and select, maybe persuaded by former principal's opinions
924. Planning time for elementary school teachers
925. Alternative learning situations for students who have been continually unsuccessful in traditional settings
926. Establishment of at least a part-time position for middle school scheduling purposes
927. Recognition of fact that teachers are more effective when treated as partners rather than mindless or negligent serfs; stop blaming teachers for all of society's problems
928. Discipline
929. Parents' involvement
930. Teachers' involvement
931. Less paperwork
932. Reducing pupil-teacher ratio
933. Providing adequate funds for materials
934. Promoting positive attitudes
935. Continue effort to reduce amount of old, hot, and inadequate schools
936. Reduce significance of test (ITBS) as a competitive tool for schools
937. Chapter I model in elementary schools
938. School discipline policy
939. Planning periods
940. Art teachers
941. Implementation of in-school detention for elementary school students
942. Scheduled daily planning period for elementary school teachers
943. Art teacher for all
944. Violence
945. Gangs
946. Anarchy
947. Providing adequate supplies and materials for teachers
948. Providing enough textbooks for all subjects
949. Lowering pupil-teacher ratio
950. Selecting either CLO's or IDS for testing students
951. Revising ITBS test expectations
952. Reducing the number of new programs infused within the curriculum during one school year (Project STAY/Afro-American Infusion, etc.)
953. More adequate instructional materials in classes
954. More focus on achieving other than standardized test scores
955. More input from the classroom teachers
956. Monies for teachers to return to school
957. Better facilities (i.e., air conditioning, exterminating, etc.)
958. Concentrate more on teacher-made tests rather than standardized test scores
959. Reducing the paper flow from Central Office
960. Being a more respectful person
961. Being loyal to the people over whom he is working
962. A uniform policy for allowing students to attend school out of the area
963. Discipline policies (standard)
964. Discipline, discipline, discipline
965. Being more positive and much less negative in communications with teachers

966. Being less self-aggrandizing
967. Ceasing to insist that teachers interrupt their own lessons to make major cases out of minor problems which were not disruptive (i.e., gum-chewing)
968. Retiring or resigning
969. An alternative school for junior to senior high school students
970. Enforce discipline procedures
971. Teacher salary increase -- to get more qualified teachers
972. Leave!!!
973. Students' lack of interest in school
974. Discipline
975. Discipline
976. Teacher morale
977. Student motivation for learning
978. Salaries
979. Lower teacher-pupil ratio
980. Duty-free lunch
981. Discipline
982. Student morale
983. Teacher morale
984. Discipline
985. Developing achievement in the slow learner
986. Rotation of top and bottom classes
987. Disrespect to teachers by students, parents, and administrators
988. Salaries
989. Promotions
990. Eliminating some of the paperwork
991. More workshops to assist employees
992. More respect for all school personnel
993. Student motivation
994. Parent involvement
995. Positive school climate
996. Vocational education
997. Discipline, discipline, discipline
998. Discipline
999. Parental involvement
1000. Dropouts
1001. Raise for teachers
1002. Updated equipment
1003. Attendance; set limits on number of days absent
1004. Discipline -- improving self-image; rewards for excellence and improvement
1005. Improved pension benefits and better salary, especially for veteran teachers
1006. . . . before action is taken against parents; limit number of days in in-school and other absences - consequence: failure, night school alternative school
1007. Discipline in classroom and high rate of absenteeism
1008. Conduct of students in school and respect for teachers
1009. Get parents involved in school programs and activities
1010. Healing the divisiveness in the staff, community, and with the Board -- improving morale
1011. Including white children and other minorities within our system by less public reference to black children by specific title
1012. Encouraging the "successful" to be more so, including female students

1013. Lowering teacher loads; four classes a day and two planning periods would make this job bearable
1014. Maintaining an atmosphere in the school system of mutual respect and professionalism among teachers and administrators
1015. Not treating teachers as if they were incompetent idiots, but using and appreciating their expertise and good sense
1016. Discipline guidelines
1017. Teacher support; more pay
1018. Community-parent support
1019. Grievance procedures
1020. Being more accessible to staff
1021. Assuring that principals create a good working relationship with staff and faculty
1022. Higher pay for teachers
1023. More responsibility placed on parents
1024. I like the idea of having a new Superintendent who treats teachers like professionals and adults (one who is not rude and crude)
1025. Rapport with teachers (showing a little respect)
1026. Administrative duties
1027. Relationships between school English, especially test English, the English used at home, and academic success in school
1028. Relationships between theories, methods, and materials appropriate to teaching English to speakers of other languages and theories, methods and materials appropriate to teaching "standard English" to speakers of other varieties of English
1029. Solid, fair, disciplinary procedures
1030. Developing a better professional image
1031. Developing a more harmonious working relationship with teachers and teacher organizations
1032. Becoming more accountable in fiscal matters
1033. Inspired learning
1034. Involving the parents of students in remedial classes
1035. Reduce the size of English classes to allow greater opportunities to work on writing
1036. More adequate school supplies and materials, especially in math and science
1037. The use of computer in the classroom for entire system (at least some in each department)
1038. Decreasing paperwork
1039. Uniform discipline policy
1040. Motivation
1041. Discipline
1042. Parent involvement
1043. Changes in the curriculum to meet the needs of non-college-bound students
1044. Classroom discipline
1045. Parent participation with teachers
1046. Parent observer in my classroom
1047. Try to find ways to keep the children in school
1048. Cutting numbers in central and area office staff -- our system is too top heavy
1049. Being supportive to teachers -- address low morale problem
1050. Stop putting down teachers in front of students
1051. Fair distribution of monies

1052. Simplify lesson plans
1053. Build morale of teachers
1054. Expanded use of parents within the school
1055. Take away "money and power" from department chairpersons
1056. Allow teachers to make decisions in faculty meetings
1057. Set up a task committee to involve low income parents
1058. Giving teachers a "duty free" lunch
1059. Fewer classroom visitations and observations
1060. Increased pay for teachers
1061. Less harassment by principals and supervisors
1062. Salaries (department chairpersons)
1063. Teacher salaries
1064. Alternative schools for problem children
1065. I'm tired of fighting the gum chewing -- can they chew, but lose privilege if they blow bubbles or pop it?
1066. Implement "Success Reading Program." It works!!!
1067. Teachers -- salary increases
1068. Alternative learning sites for problem students
1069. Increase in teacher salary
1070. Stricter rules toward discipline of students with less paperwork
1071. Less dictation as to how teachers are to teach
1072. Giving the classroom back to the teacher (less interference from outside forces)
1073. Teacher morale
1074. Lesson plan book:
    1. Simplify (only the teacher uses them anyway)
    2. Carbon the pages
    3. Less bulky
1075. Algebra is taught by a certified math teacher in the middle schools
1076. Discipline guidelines
1077. Teacher morale
1078. Discipline of students
1079. Removal of obsolete equipment from schools
1080. Teacher input in decision making related to teachers
1081. A place where teachers can meet, interact, exchange, and share ideas and concerns with resource facilities
1082. Consistency in teacher-student ratio (25 students per class)
1083. Getting lost
1084. Listening more to teachers problems
1085. Less paperwork
1086. Have more stress classes for teachers
1087. Less paperwork
1088. More incentives to enhance morale
1089. Academics
1090. Discipline in schools
1091. More parental involvement
1092. A more positive teaching atmosphere for the teacher to teach in!
1093. Discipline problems need a consequence, not a "pat" on the head for inexcusable conduct
1094. Make certain there is an effective "duty-free" lunch period for <u>all</u> teachers
1095. Eliminate minimum skills; improve the language arts CLO's
1096. Fair career advancement procedures
1097. Some support of music program. We are a part of the total educational process
1098. More parental involvement

1099. Follow through on disciplinary action
1100. Abusive treatment some teachers use on children
1101. Discipline
1102. Reduction of paperwork
1103. Stop punishing the teachers by assigning the long form of detail lesson plans every week; we should teach instead of writing 8 to 10 pages repetitiously during teaching hours. Suggestion: Preprint the column of method/activities, so we don't have to write repetitiously
1104. Continue with the policies of no gum chewing, beepers, radios, cassette players, etc.
1105. Discipline, discipline, discipline. If this is accomplished, teachers will be able to teach effectively
1106. Selling of drugs by students -- after and before
1107. Beepers at school -- use of public phones
1108. Loud noise in classroom, auditorium, and hallways
1109. Teen pregnancy; education in early grades
1110. AIDS and drugs -- begin education in the early grades
1111. AIDS
1112. Less combative personality
1113. Encourage students and staff
1114. Even stricter discipline
1115. Discipline
1116. Teacher morale
1117. Reduction in paperwork
1118. Teaching supplies
1119. Discipline
1120. Increasing supplies (books, workbooks, etc.)
1121. Addressing teen pregnancy (from both male and female perspective)
1122. Reducing paperwork
1123. Principal's role in the school
1124. Adequate funding for art programs so that funds do not need to be "squeezed" out of school budgets
1125. Lower pupil-teacher ratio
1126. Discipline
1127. School
1128. Systemwide discipline
1129. Out-of-town inservice for teachers (paid by system)
1130. Returning classrooms back to teachers
1131. Reduction of teacher's paperwork
1132. Decrease emphasis on tests and test scores
1133. Reduce class load
1134. Personal relationship with employees
1135. More social workers to serve the schools
1136. Discipline
1137. Lower class size per teacher (elementary - first)
1138. Pay raise
1139. Facilities, especially adequate air
1140. Discipline
1141. Copy machine available for teachers' use in every school
1142. Counselors
1143. Supplies -- particularly science/math supplies and extra books
1144. Salary
1145. A systemwide guide for discipline in all schools, with procedures outlined depending on what rule was broken; how to deal with students

1146. Homework
1147. Lesson plans
1148. In-service team
1149. Assign a CST to every school for PEC
1150. Giving schools more power and control, allowing some real teacher-run schools
1151. Checking out schools where teachers are very limited in supplies
1152. Parental involvement
1153. Discipline problems in the schools
1154. A counselor with strong background in psychology to help students who have problems which affect conduct and classwork
1155. Make sure that standardized tests fit the school system's course offerings and requirements. Student cannot be expected to excel in areas where they have not yet had the courses on which they are being tested
1156. Teacher Center (effective)
1157. Planning period daily for elementary teachers
1158. Paraprofessionals in grades K-3
1159. Realistic test scores -- admit that not all schools can have a majority of students above the 50th percentile!
1160. Building maintenance
1161. Adequate materials at all schools!
1162. Providing adequate materials
1163. Bring physical plants up to acceptable standards
1164. Providing adequate equipment
1165. Promote teachers as human beings that know how to teach
1166. Teachers are not the problem of education. Speak out about the social-economic problems that impact education
1167. Develop a trust for all teachers
1168. Small class sizes
1169. Better discipline rule (enforced)
1170. More credit and respect given to teachers
1171. Discipline
1172. Parent-teacher-student involvement
1173. Teacher-Superintendent relationships
1174. Remediation
1175. Change process for referring students with problems to speed up the process
1176. Materials for teachers centralized in one area - duplicating machines - modern equipment - enrichment programs - raising district level of teaching in order to enrollment
1177. Improving teacher morale/public image
1178. Reducing class sizes, quotas
1179. Integrating parents into the teaching experience of their child
1180. Lower student-teacher ratio
1181. More on hands, in the class of resource persons
1182. Printed lesson plans
1183. Teacher moral
1184. Paperwork - lesson plans
1185. Parent involvement
1186. Stop making the headlines giving the system a tarnished image
1187. Listen to staff! Teachers are with the children more than he or anyone else.
1188. Stop making us feel threatened. Stop being disrespectful to us! Stop sending the colored papers for us to hang up. Getting all work sites pleasant for students and staff

1189. Corporal punishment in some specified form should be reinstituted in the schools.
1190. Writing objectives on board for every subject
1191. Discipline
1192. Less paper work
1193. Higher salaries
1194. Salaries
1195. Discipline
1196. Higher pay
1197. Discipline
1198. Discipline
1199. Higher pay
1200. Discipline
1201. Recognizing teachers as competent and therefore use their professional judgment in their classroom
1202. Discipline
1203. Class sizes
1204. Parental involvement
1205. Discipline
1206. Class sizes
1207. Parental involvement
1208. Allocating more fund to schools (for materials).
1209. Alert parents to their responsibilities for student's performance
1210. Certification
1211. Less paper work
1212. Duty free lunch 190 days
1213. Discipline
1214. Classroom morale
1215. Advancement programs for teachers
1216. Planning time
1217. Promotional procedures
1218. System Communication
1219. Student and teacher expectation
1220. Having his staff design a lesson plan book for PEC
1221. Raise additional dollars to increase supplies
1222. Discipline
1223. Supplies
1224. Follow through on guidelines set for discipline
1225. Salary increase
1226. Discipline
1227. Supplies
1228. Supplies for schools
1229. Listening to teacher needs (Teacher Support Teams)
1230. Across the board punishments for certain behavioral offenses
1231. Better relationship with teachers
1232. Higher salaries
1233. Higher salaries
1234. A more professional attitude toward teachers
1235. Salary
1236. Discipline
1237. Pay Raises
1238. Support from administration

1239. Supplies and time for teachers to plan
1240. More teacher aides to relieve paper work
1241. Student discipline
1242. Lessening the amount of paper work
1243. More planning time
1244. Discipline
1245. Curriculum
1246. Materials
1247. Discipline
1248. Paper work
1249. Pay
1250. The drop-out rate
1251. Discipline
1252. Teacher morale
1253. Student's discipline
1254. Teacher's morale
1255. Planning time for elementary teachers
1256. Ways of dealing with in school problems
1257. Providing someone to keep discipline problem students
1258. Concentrate on in-school help for potential dropouts
1259. Provide behavior mod. classes for elementary students
1260. Discipline
1261. Supply paraprofessionals for each teacher
1262. Supplies in addition to the basic
1263. Daily planning time for elementary teachers
1264. Smaller classes for Chapter I
1265. Less paper work
1266. Eliminate writing objectives on the board
1267. Displaying a better professional relationship toward teachers
1268. Eliminate writing behavior objectives on board each time you begin teaching a new subject
1269. Remedial reading specialist (in-school) daily
1270. On-site counselor daily - parenting program
1271. Up-to-date materials in Social Studies (especially Black History)
1272. Pay raise
1273. More instructional supplies for the classroom
1274. More planning time for staff
1275. Pay raises
1276. Smaller teacher-pupil ratio
1277. Less paper work for teachers
1278. Physical Education - daily from certified teacher
1279. Art
1280. Discipline
1281. Simplifying administrative duties to reduce paper work
1282. Eliminate using test scores to rate the performance of a teacher or school
1283. Discipline - supplying money for in-school suspension
1284. Salary
1285. Discipline
1286. Salary
1287. Removing problem behavior from the classroom

1288. Different and varied strategies for teaching children with language and experience deficits
1289. Consistent discipline
1290. Increased internships for seniors
1291. Better music and recreation classes
1292. Encouraging more time in class
1293. Fewer disruptions of classes
1294. Giving teachers more freedom to teach
1295. Better salaries
1296. More material for classrooms
1297. Better looking classrooms
1298. Reduction of paperwork
1299. Elimination of lesson plans
1300. Promotion of staff-superintendent rapport
1301. More academic and instructional supplies for teachers
1302. Improving the environment of our school facility
1303. Improve teacher moral with encouragement, recognition, and insentives
1304. Reducing paperwork
1305. Reducing influx of outside agencies requesting student involvement
1306. Reducing numbers of APS programs implemented, without sufficient staff to ensure success
1307. Pay raise for teachers
1308. Improving student tet scores
1309. Discipline
1310. Teachers' salaries
1311. Increase salaries
1312. Instructional materials
1313. GBST workshops
1314. CLO's development
1315. Discipline
1316. Instructional materials
1317. Decrease in class size
1318. Reduce the items on the lesson plan sheet
1319. Salary increase
1320. Communicating with parents on individual student behavior
1321. Organizing a guidance group to assist parents in steps to deal with their own children during the stages of early development
1322. Extra paperwork (surveys)
1323. Discipline in the school (pupils!)
1324. Creative learning methods
1325. Find a way to reward teachers that are doing an outstanding job
1326. Deal decisively with discipline problems
1327. Operation and standards for Vocational Education
1328. Decrease amount of paperwork
1329. Real teaching rather than "inspired," contrived Hollywood-based performances
1330. More individual teacher supplies (particularly a copier for teacher use)
1331. Refining the curriculum for grades 5-8 so that 80 to 90 percent of ninth grade TAP objectives are introduced prior to ninth grade
1332. Helping principals to become instructional leaders as well as managers
1333. Placing Vocational Education under Curriculum and Instruction
1334. Discipline, Discipline, Discipline

1335. Teacher morale
1336. Curtail the redundancy of paperwork
1337. Curtail the numerous activities that keep students out of class
1338. Staff ratio to match the many programs in the local school setting
1339. Advancement opportunities for teachers
1340. Programs for "at risk" students
1341. Weapons and drugs
1342. Security
1343. Metal Detectors
1344. The elimination of coordinators' positions
1345. Minimizing paperwork for teachers
1346. Students' attitude towards learning
1347. Student discipline (needs to be tougher)
1348. Raise
1349. Salary advancement
1350. Morale
1351. Reduce paperwork
1352. Paperwork
1353. Improve public relations
1354. Discontinue his ego trip
1355. Improve teacher morale
1356. The Superintendent needs to come off his ego trip
1357. Improve public relations
1358. Improve employee relations
1359. Physical features in schools (air conditioning, enlarging auditorium and parking area)
1360. Eliminating the writing of daily lesson plans (weekly and monthly plans should be appropriate)
1361. Computers in all classrooms
1362. Teacher morale
1363. Parental involvement
1364. Promoting change (encouraging all personnel to try things new ways when the old ways have proven unsuccessful
1365. Broadening core curriculum
1366. Less paperwork
1367. Social-emotional problem; more effective services to children
1368. Teacher support
1369. Undecided
1370. Uniforms in public schools
1371. Improaving school building maintenance (enginering, construction, removing asbestos)
1372. Increase teacher workshops
1373. Allow teachers to be creative
1374. Parental involvement
1375. Adequate planning time in lower grades
1376. "Latchkey" kids, kids who have drug/alcohol problems in the classroom
1377. Earlier intervention for students with learning delays
1378. Workshops for parents (parenting tips, skills, etc.
1379. Incorporating a four-year-old program in schools where children have not had the opportunity to interact with others in a learning situation
1380. Being honest and polite
1381. Encouraging cooperation through setting an example
1382. Building a positive relationship with the Board and Press
1383. Attendance -- chronic absences/tardiness

1384. Supplies
1385. Security within school
1386. Politeness
1387. Exposure to all schools
1388. Programs for children who need remediation
1389. Discipline
1390. Reduction of paperwork
1391. Increase of salary for teachers at the top of the scale
1392. Salary increase
1393. A paraprofessional in every primary classroom
1394. Competent principals (administrators)
1395. Salary
1396. Parent involvement
1397. Pupil-teacher ratio
1398. Evaluation of administrative and support staff
1399. Adequate funding for supplies, salaries, insurance
1400. Reduction of redundant paperwork and top-heavy administration
1401. Lower student ratio (15 to 1 in primary grades)
1402. Teacher concerns and complaints at worksite
1403. Class size
1404. Supporting teachers
1405. Adequate funding for supplies and salaries
1406. Turning his staff into a supporting staff rather than always an antagonistic one
1407. The role of the Alternative School
1408. The number of students returning to school after being in jail for even murder!
1409. Making students more accountable for their performance in school
1410. Being human
1411. Thinking before speaking
1412. Others being able to think -- God gave more than one black person some intelligence
1413. Increasing in pay
1414. Understanding by administrators that we as teachers work with them - not for them
1415. Student discipline and motivation
1416. Teacher motivation -- not threats
1417.. Practical techniques and ideas for teachers
1418. Systemwide discipline -- A discipline policy that deals realistically with the discipline problems in this system
1419. All problems do not stem from poor teachers
1420. Teachers/area office personnel dialogue
1421. Strong discipline problem and enforcement of same
1422. Teacher abuse by students
1423. Provide computers/programs for PEC to supplement instruction with the classroom
1424. Incorporate a Black Studies into the curriculum beginning at the elementary school level
1425. Provide more cultural/educational field trips for our students (children see - children do)
1426. Discipline policy with strong reinforcement
1427. Reducing paperwork
1428. Teacher/pupil ratios by grade level (not "Primary")

1429. Planning time for elementary teachers (more PE teachers, especially in the schools, would help greatly!)
1430. Teacher recognition for merit
1431. Instructional materials
1432. Field trips (provide bus transportation)
1433. School climate (i.e., air conditioning)
1434. Instructional materials
1435. Air conditioning
1436. Provide transportation for field trips
1437. Paperwork
1438. Enrollment
1439. Discipline
1440. Teacher training center
1441. Administrator
1442. Administrator (Supervisor - Testing Center)
1443. Bonuses for teachers
1444. Teacher morale
1445. Respect for teachers
1446. Decrease pressure on principals so they will be more civil to teachers
1447. Pilot a program to help students
1448. Improve test-taking skills
1449. Salary
1450. Resource materials
1451. Teacher input
1452. Discipline
1453. School attendance
1454. Parental involvement
1455. Teacher' salaries
1456. Teacher morale
1457. Discipline
What purpose will this questionnaire serve. How will teachers benefit? This was very time consuming. I hope this has not just been another exercise in giving administrators paper to push.
1458. "A school within a school" for disruptive, nonconforming students -- assigned to specific place for lessons until student follows expected goals of behavior, not in-house suspension
1459. Increasing staff in middle schools so classroom size is smaller -- no more than 1-20 in any academic
1460. More one-to-one counseling for emotional problems of this age student - hired more psychologists if necessary
1461. Discipline policies which back up and support teachers' in-school suspension
1462. Discipline, discipline, discipline (because we are dammed if we don't understand their home life -- so let's figure out how to deal with these kids -- not all teachers <u>can</u> be involved in "their" home lives, so let's start from when they come into the building. We cannot <u>help</u> where they are from, only where they are going
1463. Quiet in the halls
1464. Quiet in the cafeteria
1465. In-school suspension and expulsion instead of threats
1466. Hire some new principals
1467. Hire two new area superintendents and resource people
1468. Reward teachers who are doing advance studies
1469. Raising test scores

1470. Smaller classes
1471. Plans for students who misbehave -- detention rooms
1472. Xerox machines for teachers to use
1473. Discipline; reduction of paperwork
1474. Renovating older buildings: air conditioning, extermination of insects, adequate closet space
1475. Rewriting CLO's so that they are aligned with objectives on GCRT and ITBS. Also deletion of CLO testing
1476. Furnishing schools with filing cabinets and desks, tables, and chairs
1477. Air conditioning for older schools
1478. Less paperwork for lesson plans
1479. Key in on administrative roles
1480. Updated manipulatives for the classrooms
1481. More educational programs on television during school hours
1482. Update movies on file
1483. Better discipline policies; less paper work
1484. More teacher rights/less children's
1485. Discipline
1486. Teacher - absent with excuse from doctor for one day; rules for all. No favors for some and the line for others
1487. Build teacher morale
1488. Have him practice humanistic skills with teachers
1489. Stop bullying teachers
1490. Teacher morale
1491. Excessive paperwork - lesson plans
1492. Equipment and supplies
1493. Programs designed for gifted students
1494. Programs and recognition of perfect attendance for students
1495. Highlight positive accomplishments of staff and students
1496. Cleanliness -- school facilities, bathrooms
1497. Continue to focus on inspired teaching and finding new methods of motivating teachers to strive for excellence (self-esteem)
1498. Parent involvement
1499. Boosting teacher morale in the system
1500. Making Central Suppport Teams more helpful
1501. Visit more; less monitoring schools; talking to the students less about the teachers
1502. Making magnet schools relevant to student needs -- banking, auto mechanics, home-making
1503. Salary increases and respect for teachers
1504. Afternoon school programs
1505. Smaller class sizes (1-20 maximum)
1506. Strong discipline policy and enforcement of same
1507. Discipline
1508. Unnecessary paperwork
1509. Discipline
1510. Unnecessary paperwork
1511. Discipline
1512. Recognition of excellent teaching
1513. Parental involvement
1514. Lesson plans
1515. Less paperwork
1516. Alternatives to self-contained classrooms as settings for direct instruction
1517. High expectations

1518. Parental involvement
1519. Stressed-out teachers
1520. Discipline in the schools
1521. Get parents interested in the education of their children; meet with them on a regular time slots
1522. Teachers should be paid for extra work performed during and after school hours
1523. Making sure teachers have materials to work with
1524. Higher raise
1525. State-of-the-art equipment
1526. Parental involvement
1527. Incentives for faculty for continuing education programs
1528. Discipline
1529. Proper materials for classroom work
1530. Competent principals and content area supervisors, department chairpersons (content qualified)
1531. Some areas require more money, materials than others
1532. Don't shuffle student problems from one school to another
1533. Do not allow transfers at any times in the terms a person so desires
1534. Devise a better way of collecting for text books
1535. Discipline
1536. Teacher rights
1537. Textbook purchasing procedures
1538. Discipline, discipline, discipline, discipline
1539. Supplemental materials which accompany textbooks such as practice masters, review masters, etc., instead of enrichment supplemental materials
1540. Discipline (Teachers need a firm hand on the students)
1541. Parent workshops
1542. In-school suspension
1543. Raising the teachers' salaries
1544. Discipline
1545. Planning time for teachers
1546. Placement for all types of exceptional students
1557. Discipline
1548. Teacher Morale
1549. Ulitization of Veteran teachers, as consultants, resources, trainers for beginning teachers
1550. Being more pleasant to his employees
1551. We would all be willing to work harder if we were, indeed, a "family!"
1552. Not being such a sneaky, egotistical man
1553. Student discipline
1554. Staff development
1555. Teacher morale
1556. Student defience policy
1557. Discipline
1558. Attendance
1559. Class-homework standards for promotion
1560. Parent -- school -- community relationship
1561. Student work programs
1562. Less paperwork other than classroom instruction
1563. Leadership ladder for teachers
1564. Systemwide discipline policy
1565. Collective bargaining

1566. Unnecessary and excessive classroom monitoring
1567. Less paperwork
1568. Restoring the freedom to teach back into the hands of the teacher
1569. Decent salaries for teachers
1570. Daily planning time
1571. Teacher aides or clerical assistance/aide
1572. Teacher's Salaries
1573. Discipline
1574. Building improvements
1575. Discipline
1576. Building improvements -- unusable bathrooms
1577. Having resource teachers come out and maybe teach for a day in a class that is having serious discipline problems, and give suggestions and feedback
1578. Discipline
1579. Parent Involvement
1580. Changing principals around to new schools
1581. Parents being accountable for seeing that students are prepared for school - tools -- homework, etc.
1582. Positive/professional treatment of teachers
1583. Teaching children who were exposed to drugs and/or alcohol during mothers' pregnancies
1584. Sex education to avoid teen pregnancies
1585. Selection of principals
1586. Discipline
1587. Black male project
1588. Students at risk
1589. Attendance
1590. Tardiness
1591. Discipline
1592. Adequate supplies (teachers, students, school)
1593. Adequate resources (free buses, trips, decent furniture)
1594. Discipline
1595. Looking at teachers who have made positive differences in the school (test scores improve, etc.) for promotional positives
1596. Being more available to teachers
1597. Recognize that the school does not necessarily succeed because of the administrator but because of teachers and that it does not take the Ph.D. degree to effectively operate a school
1598. African/American Infusion
1599. Varied reading program
1600. Comprehensive planning of activities
1601. Less paperwork
1602. Discipline
1603. Salaries
1604. His attitude -- some of us are good teachers -- and we are tired of being lumped with the bad ones
1605. School maintenance
1606. Supplies
1607. Teacher morale
1608. Teacher respect
1609. Respect for all human beings
1610. Strong discipline policy
1611. Consistently enforce discipline policy
1612. Discipline
1613. A foreign language teacher on the central focus team is essential